

THE ETUDE

February
1941

Price 25 Cents

music magazine

WASHINGTON

SWEET LAND OF LIB - ER - TY

LINCOLN

THE LIVES OF FEBRUARY'S SONS REMIND US

The Cradle of Liberty • Independence Hall • Philadelphia



STANDARD GRADED COURSE OF STUDIES

For the Piano
Originally Compiled by
W. S. B. MATHEWS
In Ten Grades
Price, \$1.00 Each
Consentably Revised, Re-
titled and Re-arranged

Grade One, a Popular First Instruction Book, with the Middle C approach (both clefs at the beginning), is suitable for even the youngest beginner, and is for class or private teaching. With the revised first grade of the "Standard Graded Course," teachers now may ease for all piano beginners in the latest and most approved procedure, and, most important of all, be able to follow first grade work with a definite course for successful study in later grades. The Other Grades provide the "back-bone" for a complete course in piano study and they have the desirable feature of being so arranged as to allow the teacher a wide latitude in the selection of pieces and studies to expand and supplement the work in each grade.

TECHNIC FOR BEGINNERS

ON THE PIANO

By Anna Priscilla Hishot

Teachers, with an eye trained to the future of talented pupils, early introduce this work as a preparation for the studies of Hanon, Philipp, etc.

Price, 75 cents

MASTERING THE SCALES AND ARPEGGIOS

By James Francis Cooke

A comprehensive work which may be introduced as early as grade 2 and used as collateral material up into grade 5. Unique and thoroughly practical methods of presentation place this work supreme in its field.

Price, \$1.50

VIOLIN TEACHERS—Send us a postal with your name and address and the request "Send to my teacher's price list on Violin Methods, Studies, and Albums."

PIANO TEACHING "RELIABLES"

These Publications Are Favorites With Many Successful Teachers
Examination Privileges cheerfully granted. Just Ask for Those You Want "On Approval"



MUSIC PLAY FOR EVERY DAY THE GATEWAY TO PIANO PLAYING

An irresistible work, giving the child genuine pleasure in piano study leading right up to the third grade. Keeps up the high plane of interest and the irresistible attraction for piano study created by the delightful and distinctive features in "Music Play for Every Day"

Price, \$1.25

In Four Parts (For Convenience in Class Use), 40c Each

HAPPY DAYS IN MUSIC PLAY

A SEQUEL TO "MUSIC PLAY FOR EVERY DAY"

A brilliant work, giving the child genuine pleasure in piano study leading right up to the third grade. Keeps up the high plane of interest and the irresistible attraction for piano study created by the delightful and distinctive features in "Music Play for Every Day"

Price, \$1.25

In Four Parts (For Convenience in Class Use), 40c Each



The Very Popular "Year by Year" Course by John M. Williams

After the work in this volume is completed, continue with:

SECOND YEAR AT THE PIANO

By John M. Williams—Price, \$1.50

THIRD YEAR AT THE PIANO

By John M. Williams—Price, \$1.50

FOURTH YEAR AT THE PIANO

By John M. Williams—Price, \$1.50

FIFTH YEAR AT THE PIANO

By John M. Williams—Price, \$1.50



John M. Williams

By John M. Williams

"First Year at the Piano" provides a progressive and modern beginner's book, ideally suited for the average pupil in the ages between nine and twelve, or perhaps a little older. Both clefts are used from the beginning and by the time the student has finished the pleasurable first year of study with this book, the very first scale work has been attempted, phrasing is well understood, and an excellent foundation secured for future development into a proficient pianist.

Price, \$1.50

In Four Parts (For Convenience in Class Use), 35c Each

GROWN-UP BEGINNER'S BOOK—For the Piano

By William M. Felton

Today, more than ever, students of mature years are taking up piano study, realizing that with this instrument lies their best opportunity for self-expression in music. "Grown-Up Beginner's Book" leads towards a definite goal, the playing of the many fine compositions and arrangements, about medium grade, that are available for piano players. Everything in the book was placed there by the adult student in mind—the exercises are for mature hands, the pieces appeal to the adult intelligence.

Price, \$1.00

MY FIRST EFFORTS IN THE PIANO CLASS

(Piano Class Book No. 1)



A remarkable first book for classes of piano beginners. Its application to practical class procedures is simple. It is distinctive for original material, fresh presentation, melodious, delightful rhythms, logical progress. Immediate results and satisfying advancement. The start, of course, is made at "Middle C," and the fun begins at once. When the class has completed satisfactorily the work in this book they can pass on to the study of "Making Progress in the Piano Class" (Piano Class Book, No. 2) (75c) and then to "Proficiency in the Piano Class" (Piano Class Book, No. 3), (75c) the final book in the series.

Price, 75 cents

BEGINNER'S BOOK

SCHOOL FOR THE PIANO—Volume 1

By Theodore Presser

"Beginner's Book" stands in immense favor with thousands of teachers. Its wonderful first lessons, in the latest revised edition, follow the modern procedure of teaching up and down from Middle C into both clefs. It is a "first reader" in piano study in which teachers achieve superior results with young beginners.

Price, \$1.00

When pupils are ready to proceed with this pleasing course they can take up Student's Book (Vol. II, School for the Piano) and then "Hear's Book" (Vol. III, School for the Piano).

SELECTED CZERNY STUDIES

Compiled and Edited by

Emil Liebling

IN THREE VOLUMES

The Famous

"Czerny-Liebling" Volumes

The piano study material written by Czerny seems to be absolutely indispensable, and teachers who can inspire their pupils to follow Liebling's advice, practice Czerny diligently, are certain to produce players of marked ability. The eminent piano pedagogue, Emil Liebling, selected for these three volumes the best of all Czerny's studies and carefully arranged them in progressive order. The volume can be introduced with the pupil advanced in the second grade. Volume two runs in grades three to five and volume three goes almost in grade five to seven.

Price, \$1.00 Each Vol.

TUNEFUL TASKS

Twenty Little Tunes in Easy Form for First Year Students

By John Thompson

Cherful tunes, in a variety of rhythmic patterns, written by a noted pedagogical authority for use as supplementary material to the first instruction book. Favored by teachers and students everywhere.

Price, 75 cents

VOICE TEACHERS—Folders and Catalogs showing portions of sacred and secular songs are yours for the asking. Also ask for "Voice Teacher's Price List—K-15."

THEODORE PRESSER CO.
MUSIC PUBLISHERS

1712 CHESTNUT STREET, PHILADELPHIA, PA.

The World's Great Marches

MADE EASY TO PLAY

Easier-To-Play Piano Arrangements for

SCHOOL and GYMNASIUM CLASSES, LODGE MEETINGS, and for RECREATION or STUDY MATERIAL for PIANO PUPILS

When ordering give number, or both composer's and arranger's names

THE STARS AND STRIPES FOREVER MARCH

By John Philip Sousa [Cat. No. 30552] Price, 50 cents R
Easier Arr. by John W. Schaum



Copyright 1906 by John Philip Sousa

KING COTTON MARCH

By John Philip Sousa [Cat. No. 30740] Price, 50 cents R
Easier Arr. by William Hudson



Copyright 1904 by John Philip Sousa

FAIREST OF THE FAIR MARCH

By John Philip Sousa [Cat. No. 30759] Price, 50 cents R
Easier Arr. by John W. Schaum



Copyright 1904 by John Philip Sousa

THE BILLBOARD MARCH

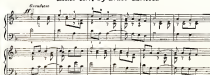
By John N. Klob [Cat. No. 30757] Price, 50 cents A
Easier Arr. by John W. Schaum



Copyright 1904 by John N. Klob

EL CAPITAN MARCH

By John Philip Sousa [Cat. No. 30758] Price, 50 cents R
Easier Arr. by Bruce Carleton



Copyright 1904 by John Philip Sousa

THE NEW COLONIAL MARCH

By R. B. Hall [Cat. No. 30763] Price, 50 cents A
Easier Arr. by Rob Roy Perry



Copyright 1904 by R. B. Hall

THE LIBERTY BELL MARCH

By John Philip Sousa [Cat. No. 30761] Price, 50 cents R
Easier Arr. by Rob Roy Perry



Copyright 1904 by John Philip Sousa

MANHATTAN BEACH MARCH

By John Philip Sousa [Cat. No. 30762] Price, 50 cents R
Easier Arr. by William Hudson



Copyright 1904 by John Philip Sousa

Do You Have
the Pleasure
of Knowing
This Beautiful
Number?

The Green Cathedral

Verse by
GORDON JOHNSTONE

Music by
CARL HAHN

THE GREEN CATHEDRAL

I know a green cathedral,
A shadow'd forest shrine,
Where leaves in love you
hands above
And arch your prayer and
sing:
Within its roof depths sacred,
The priestly color sighs,
And the fir and pine lift
arms divine
To the pure blue skies.

In my dear green cathedral
There is a flower'd seat
And clear life in bronzed
croft,
Where song of bird-hymns
is sweet.

And I like to dream at eve-
ning,
When the stars sit restful
light,
That my Lord and God trends
its hallowed sod,
In the cool, calm peace of
night.

© J. C. Co.

VOCAL SOLO
HIGH VOICE (Cat. No. 30800)
Range 4 to 6
LOW VOICE
(Cat. No. 30801)
Range 3 to 5
Price, 60 cents

CHORAL ARRANGEMENTS

MIXED VOICES—Four-Part—15 cents
TREBLE VOICES—Two-Part (S.A.)—12 cents
BASS VOICES—Two-Part (S.A.)—12 cents
TEN PART VOICES—Four-Part—15 cents

Also available as Clarinet Solo or Sax.
Trumpet Solo or Sax. Alto Saxophone Solo
or Sax. and Trombone or Baritone Solo
or Sax. with Piano Acc. in collection TEN
FAMOUS SOLOS etc. for each of these
instruments.

THE JOHN CHURCH CO.
THEODORE PRESSER CO., PHILA.
1712 Chestnut St., PHILA., PA.

The John Church Company

THEODORE PRESSER CO., DISTRIBUTORS, 1712 CHESTNUT STREET, PHILADELPHIA, PA.

THE WORLD OF MUSIC

HERE, THERE AND EVERYWHERE IN THE MUSICAL WORLD



BENNY GOODMAN
© H. Heister-Berlin

BENNY GOODMAN, clarinetist, long famous as a "swing" artist, proved himself no less proficient as an interpreter of the classics when he appeared with the New York Philharmonic's Symphony Orchestra under Barbirolli, in Carnegie Hall, in December. After his performance of the Mozart "Concerto for Clarinet and Orchestra" and Debussy's "Rhapsody for Clarinet" he was asked to join the orchestra in new recordings of both works.

THE REGULAR VETERANS' ASSOCIATION, with headquarters in Washington, D. C., offers fifty dollars and a life membership in the organization for an R.V.A. song. The listed requirements are, for a "rip-roaring, spine tingling, fever-producing, marrow-stirring, old-time religion song with words and music like the ones that have inspired our soldiers, sailors, bluejackets, Coast Guardsmen and citizens."

WILLIAM BERGMAN, New York composer, appeared as guest conductor with the Duluth Symphony Orchestra, in Duluth, Minnesota, on January 17th, when his own original composition, "Paul Bunyan", was presented.

A SCHUBERT FESTIVAL will be held at the Academy of Music in Philadelphia on March 6th to 10th inclusive, in which the city's leading musical organizations will take active part. The Schubert Festival Concerts with Jeanne Alana Darr as director; the Philadelphia Opera Company under Sylvan Levin; the Jungermannchor, Leopold Sorel, Director; the University of Pennsylvania Women's Chorus, Harl MacDonnell, Director. The Philadelphia Orchestra will play the Schubert "Symphony in C major" with Eugene Ormandy conducting; and the Federal Symphony Orchestra will give an all Schubert program under Guglielmo Sabatini. Among solo artists to appear are Elizabeth Schumann and Stuart Wilson.

EUGENE GODDENSE, conductor of the Cincinnati Symphony Orchestra, was recently given the Bruckner Medal of Honor of the Bruckner Society of America, Inc.

KURT SCHINDLER's final work, a compilation of Spanish and Portuguese folk music, will be published soon by the Columbia University Press. The Mr. Schindler spent several years in research in the Spanish and Portuguese provinces, obtaining authentic material for this collection of little known folk music.

NATIONAL MUSIC WEEK, during its eighteenth annual celebration this year, will have as its theme "The Music of the Future." May, offers an innovation in Inter-American Music Day. C. M. Tremaine, secretary of the National Music Week Committee, urges all countries participating to play both classics and compositions by their own composers, in order to acquaint the countries of this hemisphere with the music each is producing.

TSCHAIKOWSKY HALL, named after the composer and dedicated in his honor, was recently opened in Moscow. The auditorium has a seating capacity of sixteen hundred and is designed on the order of a stadium.

SERGEI RACHMANINOFF played Santa Claus to three generations of Rachmaninoffs on Christmas Day in his New York apartment, and two weeks later the entire family observed the traditional Russian Christmas—much to the delight of the grandchildren, with two "gift" days close to together.

CLYDE BARRIE, well known young Negro, radio baritone from Brooklyn, New York, who previously worked as messenger, file clerk and Red Cap in the Union Station in Buffalo, before becoming a radio soloist, made a most successful New York debut at Town Hall on December 28th.

EMMA THURSBY's memory was recently honored by the New York Historical Society by a special program of readings of her poems and memorabilia. Dr. Walter Damrosch and Jean Dickenson of the Metropolitan Opera appeared at the opening, when Dr. Damrosch gave reminiscences of Miss Thurstby who was long known as the American nightingale. Her biography, by Richard McCandless Gipson, was just published by the Society.



EMMA THURSBY

LEOPOLD STOKOWSKI's contract with the Philadelphia Orchestra has again been renewed, all difficulties having been amicably adjusted, according to Harl McDonald, manager of the orchestra. Eugene Ormandy was recently given a five-year contract as permanent conductor of the orchestra.

NICOLAS NABOKOFF "Biblical Symphony" was given its world premiere by the New York Philharmonic-Symphony Orchestra under Dimitri Mitropoulos at Carnegie Hall on January 2nd. Mr. Nabokoff, a Russian-American composer, who is head of the music department at Welles College, is well known for his ballet, "Union Pacific."

WILLIAM JOSEPH (BILL) HILL, composer of such songs as "The Last Round-Up," died in a hotel in Boston, Massachusetts, on December 24th, at the age of forty-seven. Mr. Hill, who was at the time current hit is "The Call of the Canyon," at a hearing upon copyright legislation before the House committee in Washington, D. C., four years ago, told a poignant story of how ASCAP came to his rescue when he was working as a dishwasher and living in Greenwich Village, New York City. The rent was unpaid, the gas about to be turned off, and his wife had been refused admission to a maternity hospital. He went to Gene Buck, president of the American Society of Composers, Authors and Publishers, who gave him two hundred and fifty dollars. "If I had not received this money," he said, "I might have used the gas for some other purpose." Born in Boston, Mr. Hill studied violin under Karl Muck and later went to the Far West, where he rode the range, made up payrolls in Death Valley and carried an engineer's transit. He started selling songs outright for ten or twenty-five dollars for shelter and food.



WILLIAM JOSEPH HILL

the Conference, Western Reserve University, Cleveland, Ohio.

A PRIZE OF ONE HUNDRED DOLLARS is offered in the LaFarge-Benjamin Flano Solo Competition Contest announced by the Composers and Authors Association of America. The competition is open to all native and naturalized citizens of the United States who have never had a manuscript accepted by a recognized publishing house. The contest closes March 1st, 1941. Details from Myrtle Artman Montiel, Contest Chairman, 115 Elston Building, Fort Worth, Texas.

SEVENTY-FIVE DOLLARS and an appearance with the Illinois Symphony Orchestra will be given the winners playing in a contest sponsored by the Rho Chapter of Psi Mu Alpha. March 1st is the closing date. For details, write: Les Heim, 303 Kimball Building, Chicago Illinois.

A PRIZE OF ONE THOUSAND DOLLARS AND APPEARANCES WITH THE Philadelphia Orchestra and the New York Philharmonic-Symphony Orchestra are offered finalists to the Young Artists Contest sponsored by the National Federation of Music Clubs. The closing date is February 28th, 1941. For information, write: Phyllis Latins Hanover, National Federation of Music Clubs, Chairman, Studio 317, Day Building, Worcester, Massachusetts.

A ONE THOUSAND DOLLAR award for the amateur musical play appeared the best work of the year by the National Theatre Conference is offered by the American Society of Composers, Authors and Publishers (ASCAP). Any resident of the United States, eighteen or over, may compete. All entries must be submitted not later than July 1st. For information, write: Professor Barclay Lenthen, Secretary of the National Theatre Conference.

THE CHICAGO SYMPHONY ORCHESTRA, under Frederick Stock, for its annual concert in memory of Theodore Thomas on January 3rd and 4th, repeated the first program ever given by the organization. Fifty years ago, under the direction of Mr. Thomas, the ensemble played: A *Paust Overture* of Wagner; Beethoven's "Symphony in C minor, No. 9"; Tchaikovsky's "Piano Concerto in E-flat minor"; and Dvorak's dramatic overture, *Hulda*. Rafael Joseffy was soloist in the concerto on that occasion. This year, Alexander Brailowsky was the guest artist.



THEODORE THOMAS

ERREM ZIMBALIST, who has long been generous in giving his talents for many a worthy cause, gave a New York recital in Carnegie Hall, on January 6th, for the British War Relief Society, Inc.

LEONARD PENNAR, sixteen-year-old pianist, was soloist in the first performance of his own "Concerto in D-flat for Piano and Orchestra" with the Pasadena Civic Orchestra, early in December. Young Pennar, a native of Buffalo, New York, has also appeared as soloist with the Los Angeles Philharmonic Orchestra and the Dallas Symphony. He has studied with Olga Steeb and Guy Mair. The concerto was written two years ago, before his own music composition had received any instruction in composition.

(Continued on Page 139)

A Star Enters Her Teens

By Blanche Lemmon

GLORIA JEAN SCHOONOVER will not celebrate her thirteenth birthday until the fourteenth of April, but already she is a motion picture actress with star rating. Fast work? Yes, but Gloria Jean has been going at top speed ever since she was born.

At fifteen months she surprised her family by humming *Little Annie Rooney* in her crib. At three and one-half she sang *When I Take My Sager to Tea* with a radio-vaudeville act. At four and five she added to her experience a number of stage and radio appearances as well as a considerable amount of church singing. At six she met Paul Whiteman, who offered her a contract to sing with his orchestra. But at this point her mother felt a little dizzy with the speed made by her precocious daughter and decided to apply the brakes. To the suggested series of radio performances with the Whiteman Orchestra, she said: "No, thanks, we're getting out here."

Or perhaps it wasn't dizziness, perhaps she saw a sign that said: "Slow Down, Dangerous Curve Ahead." For there was danger ahead, a tonnage of some months later, the complications from which frustrated Gloria's plan to race toward her great desire—an operatic career. For a year she was forced to do little or no singing. But at the end of that time she found she had rounded the long, difficult curve and was safely on the highroad again. And she could sing far better than before—higher, lower, and with an

tour of the United States as a singing star.

Whether or not Mrs. Schoonover saw a sign this time that said, "Slow Down, Big Opportunity Ahead," we cannot say. At any rate opportunity did present itself, soon after Gloria's disengagement from the opera company, in the person of a motion picture executive. He met Gloria, heard her sing and immediately had an idea: here was just what Joe Pasternak, producer of the Deanna Durbin successes, needed.

But Mr. Pasternak was vacationing in New York and entertained no such thought. He was not looking for talent; he did not need any. Without enthusiasm he listened to the glowing story of this "find" and reluctantly agreed to hear two of her recordings. After hearing them, he laid himself wide open to Gloria Jean's winsome charms by saying that he did not believe such a remarkable recording had been made by an eleven-year-old child.

For such a statement made proof imperative, and as proof he looked into sparkling blue eyes, heard a clear childish treble answering his questions and finally listened to Gloria Jean's facile, lovely coloratura voice. After that—there was no disputing reality.

Gloria's next stop was Hollywood, where she signed a motion picture contract. But she did not start work at once, for Mr. Pasternak agreed with her mother that it pays to make haste slowly. For five or six months she simply became acquainted with the city, the Studio, the people, the pamphletaria—everything connected with motion picture making. She spent some time at the home of a noted screen writer, then more time with a director, took music lessons from a Studio musical director and met a host of other people. Last but not the girl who was her ideal and who had supplanted her ambition to be an opera singer with the hope of becoming a singing motion picture star—Deanna Durbin. Deanna, it transpired, was quite as nice off screen as she was on. She was friendly, thoughtful, and eager to help a little newcomer in every possible way.

Before Gloria Jean's rival Mr. Pasternak had purchased a story called "The Under Pup," and he saw that its title role was just the spot for Gloria if she passed her screen test satisfac-

torily. By spring of 1939 he decided she was ready, and without the slightest difficulty she won the part. There was no reason for her to be rigid with fright for she felt at home in Hollywood, at Universal Studios and with all the persons who worked with her. The getting acquainted period had done just what the Studio hoped, had given her as complete a freedom of action before the camera as she had in her play. And that was just what the story needed: a natural, vivacious American youngster.

The premiere of the picture was held in Scranton, Pennsylvania, where for nearly ten years before they moved to Hollywood the Schoonover family had made their home. And there the family went—Mother, Dad, Sally, Gloria, Lois and Bonnie—following a vacation trip, to see and hear Gloria's first screen appearance cheered by eighty thousand persons.



Gloria Jean with Kirsten Flagstad

By the time the whole country had had a chance to acclaim this new and brilliant little singing actress, the actress herself was back at Crosby in "If I Had My Way." And, coincidentally, she also celebrated another event: her birthday. Which meant that, as she cut a birthday cake with a big "12" on its chocolate frosting, she could look back on a unique record—by the time her years numbered eleven even she had played leading parts in two motion pictures.

Her third and latest picture is "A Little Bit of Heaven," and while she was working on it someone of very special happened. A beautiful visitor her sing and predicted for her a bright future in seasoned star. The visitor? Yes, very—even to a star, internationally famous operatic and concert to hear her offer words of praise and a word of a bright future made that day almost perfect.

Of course there isn't much time for a star to think about any future except the immediate, personal appearances to learn, lessons to study. The President's Birthday Ball to accept, an acknowledged to her, hosts of a movie ladies to play with addition to getting plenty of composers to read in. Even so, what such a fast-working young lady's long-term future will be makes interesting speculation for all who have (Continued on Page 122)



Gloria Jean and Deanna Durbin

even lovelier, more appealing quality of tone.

The impression of a small opera company in New York heard her sing, considered her voice and range exceptional and engaged her services. Gloria was now ten! But he, too, was confronted with her mother's firm "No" when he suggested that Gloria go with the troupe on a country-wide

Morning at Valley Forge

MANY times each year, during the past few decades, it has been the honor and privilege of your editor to take fellow citizens from various parts of the country to our neighboring shrine, Valley Forge. The road leads through the glorious Pennsylvania hills, over a modern motor highway, past a majestic boulder upon which is mounted a bronze tablet telling the story of the heroic, ragged, barefoot army which tramped over snow and ice to that strategic range in which nestles Valley Forge. There the father of our country kept his pitifully small band of heroes intact at the most serious moment during the War of the Revolution.

Washington was fundamentally a good man. He believed fervently in the power of prayer. There is a tradition that he was seen repeatedly during the early morning hours in the garden of his simple headquarters at Valley Forge, on bended knee in devotion.

One of his prayers after his inauguration reads: "Almighty God, we make our earnest prayer that Thou wilt keep the United States in Thy holy protection; that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government (order); to entertain a brotherly affection and love for one another and for their fellow citizens of the United States at large."

To this impressive ideal he added the more forceful statement made in his first annual address to both Houses of Congress:

"To be prepared for war is one of the most effectual means of preserving peace."

Washington was an amazingly virile and lovable aristocrat with a devout belief in our republican democracy. His judgment, executive ability and his humanity endeared him to all. He so thrilled and fired the imagination of his fellow citizens that, in those hallowed frozen forests overlooking the winding Schuylkill River, he forged with prayer and patriotism the greatest nation of all times.

Washington was also a man of wide vision and high cultural ideals. He was a great believer in the value of music as a necessary part of any plan for happy civilized living. He cultivated the society of several distinguished musically interested people, particularly our first recognized composer of note, Francis Hopkinson, signer of the Declaration of Independence, poet, author, jurist, financier and member of the Continental Congress.

Washington was not a performing musician. We find no authentication for the report that he played the flute—other

than a fanciful portrait of a contemporary painter, showing him with the instrument. He did, however, have many intimate conferences upon music with his close friend Hopkinson. The picture shown upon this page is that of the music room at Mount Vernon. The harpsichord is one that Washington imported from England for his adopted daughter, Miss Nellie Custis, who was Martha Washington's granddaughter. The instrument was imported from England at a cost of one thousand dollars.

Whatever may be the conditions—economic, atmospheric, or pathological—that at this tragic moment of world history have filled all lands with the wildest imaginable discord, it must be obvious to everyone that the greatest immediate human need is international harmony which is the synonym of peace. George Washington stressed this very thought in his prophetic Farewell Address, when he said: "Harmony, liberal intercourse with all nations, are recommended by policy, humanity and interest." As we have repeatedly stated in these columns, music is not merely a desirable factor in the modern super-mechanized life. It is an irreplaceable necessity without which our very system of existence might sink into chaos. Before normal living conditions can be restored to humanity, here and throughout the world, we must attune millions and millions of people to vibrate with a new

harmony of thought, a new harmony of action, a new harmony of brotherhood, a new harmony of spirit based upon the highest of practical ideals. This is manifestly impossible with the great masses of the public distraught by the incessant discord of all that goes together to make the great carnival of hate, revenge and murder that we know as war. In other words, the world can have no hope of growing better until it devotes the necessary time to the arts of peace. George Washington knew this and earnestly promoted it.

Revel at least one hour a day in the joys of music. If you can not play or sing, get all the beautiful music you

can from your radio or your phonograph. If you are fortunate enough to be able to play, add these modern electrical achievements to your regular course of study. Give less time to the morbid news of the hour which so many people rehearse again and again to no advantage to themselves or their victims. Why should we at home, or in the movies, needlessly torture ourselves with horrors that gnaw into our sympathies and leave us with bleeding nerves and frenetic brains? Let us help those in distress to the limit of our

Continued on Page 196



Music Room of Washington's home at Mount Vernon

Lord Byron in Romantic Music

By Ruth E. French

A. B. M. Mus.

LORD BYRON IN MUSIC is on the surface something of an anomaly, since he was not especially musical, was not associated with musicians, and his plays had not become famous as operas. Yet, in spite of these facts, Byron exerted a subtle but nevertheless real influence on Romantic music.

He was born in 1788 into a family which seemed marked for conflict and turmoil. "Foul Weather Jack," "Mad Jack" and "The Wicked Lord" were names earned by his immediate forebears. Lord Byron's mother was ignorant, capricious, and of a volatile disposition. In rearing her son she oscillated between terms of extreme endearment and violent abuse. Their many disputes were generally settled by their throwing things at each other, and marksmanship rather than reason was the deciding factor. Small wonder that the sensitive soul of the poet early became warped, undisciplined, rebellious, and that he became the incalculable being that he was. Such then was the character of the man who swept like a new star into the space of English literature, and it is not strange that we find his influence in the music, as well as in the literature, of Romanticism.

Without going into the causes and controversies concerning Romanticism, we may call romantic music that which expresses the personal emotions of the composer. Broadly speaking, the year 1800 marks the beginning of the romantic trend. It is in the music written after that date that we find unmistakable influences of Lord Byron.

Berlioz First Shows Byronic Influence

Berlioz (bár-ll-oe) is the first composer whose

works definitely show this influence. He was a profound admirer of the poet, an avid reader of his works, and his travels through Italy included many places associated with Byron. In his "Mémoires" Berlioz reveals in the details of these associations. He spent days in St. Peter's, Rome, with a book of Byron's poems, following the Corsair on his journeys *O'er the glad waters of the dark blue sea*, for Berlioz profoundly adored this character who bore the likeness of Byron himself, chiefly in his hatred for his kind and his love for a woman.

More concrete evidence of Berlioz's admiration for Byron is found in his "Harold in Italy" which is a tonal translation of "Childe Harold's Pilgrimage." In the poem, Harold is Byron; and, in the symphony, the solo viola representing the hero is Berlioz. This work was first performed in 1834, just ten years after the death of Byron, and the composer struck a responsive chord in the hearts of his audience when he thus fused his personality with that of Byron. His idea was to depict a melancholy dreamer like Byron's *Childe Harold*, and the three movements—*Harold in the Mountains*, *March* and *Evening Prayer of the Pilgrims*, and *Orry of Brigands*—all picture scenes from this poem.

Another result of Berlioz's Italian journey was his "Lélio; or the Return to Life." Here he becomes the Byron of music, for he depicts most vividly his recent romance with Henrietta Smithson. The musician, as truly as the poet—albeit more subtly—told his sorrows to the world.

Less direct, but in a sense more real, is the Byronic influence in Berlioz's "Fantastic Symphony." It pictures nothing written by Byron, but his spirit pervades the entire work. Byron would have written music like this had his medium been tones rather than words.

Similarities in Lives of Liszt and Byron

Closely related to Berlioz in connection with the romantic school of musicians is Liszt. In many respects his life parallels that of Byron. Rising from the middle class to a social position rivaling that of princes, Liszt dazzled Europe in much the same fashion as had Byron twenty years earlier. The youth of Byron's day wore open collars and longed for raven black hair, but the next few decades saw them cultivating long hair and a soulful expression at the

piano. In one point there is total dissimilarity. The bitterness and mocking scorn, found in much of Byron's work, are lacking in the music of Liszt.

Liszt's cosmopolitan association brought him very close to the powerful figure of Byron. His friends Lamarine, Sand, and DeMussat all admired the British poet, and from Liszt's correspondence we find that the works of Byron were among the books that he studied and "devoured with fury." Evidences of this appreciation are found in Liszt's "Années de Pèlerinage" which was first sketched and improvised while the Countess d'Arosoli had to him from Byron. The epigraph is from "Childe Harold's Pilgrimage":

*I live not in myself, but I become
Portion of that around me.*

Liszt's longest work directly associated with Byron is his symphonic poem, *Lament and Triumph of Tasso*. Although written as a part of the festsary in honor of the one-hundredth anniversary of the birth of Goethe, Liszt claimed Byron's "The Lament of Tasso" as the true source of his inspiration.

Schumann Steeped in Works of Byron

Germany showed an early appreciation of Byron. Translators made his name a household word throughout the country. One of the first of these was Friedrich August Gottlob Schumann, father of Robert Schumann. Thus, even as the romanticism of the English poet, and this sympathy remained throughout his life. Schumann's music is as personal as Byron's poetry, and his fervid zeal and energy find a true parallel in the Byron. His most important composition inspired by Byron is "Music to Byron's Manfred, Op. 115."

Schumann found a particular delight in the melancholy and rebellious hero of the poem. Perhaps he saw in the somber, restless Manfred, invoking the Witch of the Alps, a reflection of his own fate. This work was written in 1849, and already the blight of mental disease in which he lived. He became so absorbed in the music that he seemed almost to become Manfred and to live the life blood of Schumann.

It is difficult to say that Chopin was influenced by anyone. Unlike Schumann and Liszt, he was not a man of broad culture; indeed it is said that he never read a book. Nevertheless, Póris of the 1830's still felt the spell of Byron, although he died in 1824. George Sand, DeMussat, Liszt and other members of the circle, in which Chopin moved, were ardent admirers of Byron. And, naturally, the sensitive soul of the composer was not free from his influence. The *Scherzo in B-minor*, Op. 20, is Byronic in its torturing Mantronic mood. Schumann found in the *Scherzo*, Opus 31, a Byronic poem. To Tchaikovsky (*tashá-é-kóf-ahki*), Chopin's music reflected "clearly the Byronic despair and disillusionment."

The melancholy genius (Continued on Page 128)



LORD BYRON

This painting is believed to have been made while the poet was in Italy.

Reaching Your Goal at the Keyboard

A Conference with

Percy Grainger

Internationally Renowned Composer and Pianist

Secured Expressly for THE ETUDE

By MYLES FELLOWES



Percy Grainger as a conductor

ONE OF THE MOST INTERESTING problems of piano technique deals with the correct use of the sustaining (middle) pedal, and the clarity of harmony effects to be derived from it. The long delay so often experienced by students in getting their complete pedal technic into fluent working order, is regrettable. Without it, the possibilities of the instrument are but half explored, for the piano is essentially a harmony instrument. The flute, the oboe, the human voice are capable of sounding melodies; the pianist may approximate the purely tonal scope of these melodies by playing with one finger. The ten-finger action of the piano secures for it far wider possibilities. Indeed, the harmonic treatment of the melody notes constitutes the chief charm of the piano. Thus, it becomes the pianist's duty to familiarize himself with the delicacies of full harmonic utterance. He must recognize harmonies and subsequently transmit them to other listeners with maximum clarity. The further he falls short of this goal, the closer he approaches, in final effect, to one-finger playing.

The sustaining pedal of the modern piano is one of the best means—in many cases the only means—of achieving full harmonic clarity. The sustaining pedal is found only on pianos of American manufacture, and even today it does not enjoy unanimous approval in Europe. We find many pianists of foreign "method" who warn against its use. My advice is: "Do not heed them!" Instead, try the following little experiment for yourself.

Without sounding the notes, press down the keys of a tonic chord, and immediately put down the sustaining pedal. (So far, not a sound has been heard.) Now, without releasing the pedal, play a chromatic run of an octave, beginning on the first degree of this same chord. The notes of

the run will sound forth clearly, of course, but over and under and through and after them, you will hear the satisfying conclusion of the chord, coming, seemingly, from nowhere. Now, vary your chord. Press down silently the notes of the dominant seventh, put down the sustaining pedal and, with the pedal down, play the chromatic run. An entirely different effect will color the sum total of sound. That will serve to demonstrate only a little of what can be done with the sustaining pedal. Incidentally, it is excellent practice in the "silent preparation" necessary to its use. The sustaining pedal is useful only when pressed down just a shade of a second after the key of the tone it must catch has been depressed; and left down until the phrase (where that particular harmonic color is needed) has ended. Silent preparation is necessary to fix a note which must be sustained while others are being sounded.

The purpose of the sustaining pedal is to prolong the resonance of certain notes, without the use of the hands or of the damper (right) pedal. The general tendency in all music is for the bass to move more slowly than the upper voices. We often find passages where the fundamental harmony is established by a single bass note, taken by the fifth finger of the left hand, which immediately leaves the region of the deep bass to play one or two chords around middle-C, all the while that the right hand is busy with four or eight notes in the treble. To assert and continue the fundamental harmony, that first, single bass note must be sustained, which is exactly what the sustaining pedal does for us. It catches the bass note (often the first note of a broken chord, notably in the music of John Field and Chopin), and binds it to the more rapidly moving figurations of the middle and high voices, without in any way interfering with their clarity. The sustaining pedal affects those notes which are struck (either audibly or silently) just before it is put down. By getting the bass notes down first (in passages where work of this nature is

required at all), harmonic continuity is established.

When not actually marked in the piano edition, the use of the sustaining pedal may be determined by the pianist himself, according to the harmonic pattern and color of the individual passages he is studying. The piano arrangements of all organ works especially (and organ transcriptions) gain from the use of the sustaining pedal. The "Symphonic Studies" of Schumann, the Bach-Liszt *Prelude in A-minor*, and almost any of the works of Chopin and Brahms (notably those with long "ladders" of broken chords) use it to great advantage. As a special study in the use of the sustaining pedal, I recommend the richly musical *Prelude (De Profundis)* by H. Balfour Gardiner, which it has been my pleasure to edit with express hints for pedaling.

Oddly enough, such has, in some quarters, been held almost from any sort of pedal use, which, of course, is nonsense.* And before Bach died, he saw, at least, an early pianoforte, which he regarded as a treadmill! The origin of this queer superstition doubtless lies in the fact that Bach did not pedal as we do. And yet we are told we must not pedal such at all! Another instance of the confusion that results when method takes precedence over meaning and effect. The ultimate test of piano playing is not how you do it, but how it sounds. Work out your effects in any way you choose, provided that the resulting sound is musical and within the intention of the composer. Take, for instance, the *First Prelude and Fugue in "The Well-Tempered Clavier."* The *Prelude* sounds better with pedal; the *Fugue* sounds better mainly without it. That is the only test of where to use pedal and where not to use it. The development of music is not merely a matter of inspiration and reverence and *Zeitgeist* (spirit of the times); it roots into the purely mechanical development of the instrument itself. With the heavier action and stronger tone of the modern piano, a stricter degree of sound control became imperative. Chopin's broken chords spring as much from the

*The second type of the pianoforte instruments of Bach's time was midway between pedaled and non-pedaled sound on a modern piano. It is, however, now, we are usually entitled to play on Bach's music with or without the damper pedal.

Singing Success without Money or Manager

By Doron K. Antrim

SEVERAL THOUSAND YOUNG PEOPLE, according to estimate, flock each year to New York City with hopes of learning to sing, of earning a livelihood through singing. Some of them have high hopes. They see themselves as Nelson Eddy's and Lily Ponses, stars of screen, radio, opera and concert, with annual incomes running to six figures. Others will be satisfied with less. But all want a career, the opportunity to sing and to get paid for it. Out of these thousands, only several hundred make the grade: a satisfactory and self-sustaining career. Why?

The question was put to the directors of some of our larger music schools, and brought forth various answers. "The majority of those who come to the city," said one, "do not have the native endowment which is the necessary foundation on which to build: talent, temperament, musicianship. It is better that these be eliminated early, since they will be happier and find their talents better adapted to something else."

"Others," he went on, "have the native qualifications to build a satisfactory career, but they think only in terms of stardom and are content with nothing else."

In an effort to get the other side of the picture, to discover what the candidates for singing careers consider the greatest obstacles to their goal, I questioned several young singers, students and others. "There was Joe," said one. "He had a grand voice and wanted to sing in opera; he thought he could pay part of his way while studying. But one day he saw some figures published by the Metropolitan Opera Guild. These gave detailed estimates of what it cost to study for opera over a period of three years. 'It can be done!' said the report, 'on eight thousand dollars, but figure on nine thousand five hundred and fifty.' After that, Joe threw up his hands and quit. Where was he to get such money? When I last heard from him, he was working in a roadside service station."

"Try to get a manager," said another, "no matter how well you sing. You go to see the leading managers, and they all tell you to go out and get a name first and then they will be glad to take you on. Now I ask you."

Poverty no Handicap to Laholm

According to those who try for careers and have what it takes, the chief reasons so many drop out are lack of money for preparation and inability to find a manager when prepared. But need these be handicaps? Lack of money did not prevent Eyvind Laholm from making the Metropolitan. Nor did lack of a manager deter Marie Houston from building a successful career. She promptly became her own manager. Let us glance first at Laholm's story.

He left home with one silver dollar in his pocket, given him by his mother. What other money came his way, he made himself. And yet he crashed the Metropolitan almost on his own.

There were eight in the Swedish family at the time they settled in Eau Claire, Wisconsin, when Eyvind was a boy. Shortly after this event the father died, leaving no money. Thinking Boulder, Colorado, would offer more opportunity for supporting her family, the mother gathered together

her brood and household effects and moved there.

In the new locality Eyvind, now twelve, sold newspapers, shined shoes and did anything else he could find to do. Here the family got along on thirty dollars a month, sometimes having to scrape through on two-fifty and three dollars a week. Here also Eyvind found his voice and began singing in the choir of the Swedish-Lutheran Church. Although the money he earned was sadly needed by the family, some of it went for a second hand piano and music lessons. It was then that he decided to become a singer, and, despite the most harrowing hardships, he never lost sight of that goal.

Some years later he took to the road, partly from wanderlust, partly from necessity. When arrival was lucky in getting an engagement at Essen. In the years that followed he sang in opera houses all over Europe and finally turned longing eyes toward his homeland. In 1937 he was delighted to sing a Wagner performance in Chicago, thinking there might be scouts in the audience who would spot him for the Metropolitan. However, no call came; so he returned to Europe, having in the meantime acquired a wife and daughter. Finally came a bid to sing a portion of "Tristan and Isolde" at Carnegie Hall with Kirsten Flagstad (flag-shat). This performance proved to be the curtain rung for the Metropolitan. It had taken him a number of years to make this citadel of his dreams, but if he had been discouraged by lack of money he might still be a plumber's assistant.

Marie Houston her own Impresario

Marie Houston studied piano and accompanying at the Cincinnati College of Music, and later came to New York to study voice with Frank La Forge. She wanted to be a concert singer, but managers gave her the old story about the necessity of having a name. One day, in talking it over with an accompanist friend, the two of them decided on a plan. They would work together on a fifty-fifty basis, he being owner, singer, promoter, press agent, advertising agent and what not. They immediately prepared a folder containing pictures and a list of the attractions they had to offer: music programs in costume. On a borrowed typewriter, they wrote letters to managers of summer (Continued on Page 123)



MARIE HOUSTON



EYVIND LAHOLM

in roadside restaurants, at anything that was offered and managed to earn a maximum of seventeen dollars a week.

Then he met Ed, the traveling evangelist who offered him twenty-one dollars a week to sing at his tent meetings. To Eyvind this was real money for doing what he most wanted to do. Eagerly

PERHAPS IT WAS THE NAME that first aroused Brahms' interest in the restaurant to which he was to become a daily visitor. The signboard with the Red Hedgehog, dating from the sixteenth century, must have seemed familiar and congenial, for he knew that he himself, in his intercourse with the outside world, only too often behaved rather like that prickly animal. It must have been this feeling that once prompted Brahms to invite a lady to spend an hour with the "Two Pricklers" and, when far from Vienna, to leave "sighs of longing for his prickly pet."

Wherein lay the charm of this restaurant that, even when in his favorite summer resort, Ischl (see-shil), Brahms thought of it? It was by no means luxurious. And Brahms never entered the pleasant dining-room, which was usually frequented by officers and high officials. His place was reserved in the simple *Estrastimmer* (Extra-brin-met-Extra room), a dark, smoke-laden room with an arched ceiling. But simple restaurants were no rarity. That Brahms preferred his Hedgehog to all others and, in his later years, visited it regularly was due to the fact that its very walls seemed impregnated with music. Both Beethoven and Schubert had enjoyed taking their meals in this restaurant. And since, in 1830, the *Gesellschaft der Musikfreunde* (Geh-sell-schaft der Moo-sik-frey-ndeh) had erected its first large building, with concert hall and conservatory, in its neighborhood (later, 1870, moved to other quarters), the restaurant had developed into the natural meeting place of concert-goers and teachers and pupils of the institute. Thus it happened, as Brahms said, that "one was always likely to meet a few nice people there with whom to exchange an intelligent word."

Brahms' Friendship for Dvořák

All Brahms' friends knew of his weakness for "Prickly," and strangers from abroad who wanted to meet the master always sought him out in this restaurant. Of all the visitors to Vienna it was Anton Dvořák (dvoh-shik) whom Brahms liked best to have at his table. Since the time when, as a member of the commission for awarding state scholarships, Brahms had come across a work of the Czech musician, then absolutely unknown, he was convinced of Dvořák's genius and helped him in every possible way. It was Brahms who found a publisher for Dvořák; Brahms who persuaded renowned musicians to perform his works. And of still greater significance is the fact that when the publisher Simrock complained of Dvořák's hasty corrections, Brahms declared that he would do this tedious work himself—probably a unique case in the history of great composers.

In the evening the Red Hedgehog was sometimes visited by another composer friend of Brahms: Johann Strauss. Although artistically so very different, these two masters deeply admired each other. It was no mere chance that the premiere of Strauss' operetta, "Die Göttin der Vernunft" ("The Goddess of Reason"), was the

last public performance the master ever attended. The Walz King, on the other hand, attached so much importance to Brahms' society that on one occasion he even overcame his morbid fear of mountain climbing to visit his friend. Led by two musicians, he ventured blindfold up to Brahms' residence at Lichtenthal, a small village high



Brahms on the balcony of a country home



Caricature of Brahms and the Hedgehog, from a silhouette by Otto Böhlér

above old Baden-Baden.

But Brahms was not on such friendly terms with all contemporary composers. Another visitor to be seen at the Red Hedgehog was Anton Bruckner (brook-neer), presiding over a circle of young pupils and admirers. No understanding seemed possible between these two composers, and, unfortunately, the adherents of both sides did their utmost to intensify the strained relations. For Bruckner's cause was principally supported by the Richard Wagner Society in Vienna, whose members identified Brahms with his friend, Hanslick, the notorious enemy of Wagner and his art. Nevertheless, well-intentioned mutual friends tried to bring about a meeting, and the cozy atmosphere of the Red Hedgehog seemed well adapted to such an experiment.

In October, 1889, the meeting took place. It started rather unpromisingly. Stiff and silent, the two camps confronted each other. Finally Brahms

took the bill of fare. His face cleared, and he said with delight: "Oh, dumplings with smoked meat! That's my favorite dish." Immediately Bruckner exclaimed: "I say, Doctor! Brahms' dumplings and smoked meat! That's where we two agree." Everybody was taken aback; then roars of laughter rang out, and for the moment the clouds seemed to disperse. But such friendly feelings were possible only in the Red Hedgehog's congenial atmosphere. Outside its four walls they soon came to an end.

Anton Door a Good Companion

Among the teachers of the Vienna Conservatoire who came regularly to the Red Hedgehog were such old friends of Brahms as the pianist Anton Door (dohr). It was at a Joachim (yoh-a-khem) recital in Germany that Door first met Brahms, then in his twenties. While Door was waiting for the violinist in the artist's room, a slender fair youth walked restlessly to and fro, blowing cigarette smoke into the air and not condescending to glance at the intruder. This was Johannes Brahms who at times displayed the most unfriendly manner. Door, however, soon forgave them when he really got to know the composer. In Vienna they often met, especially for Sunday rambles through the *Wienerwald*. Two qualities made Door an ideal companion for Brahms; he walked fast and could be trusted to hold his tongue.

Another guest at the Red Hedgehog, whenever he came to Vienna, was Hans von Bülow, the famous conductor, a fervent admirer of Brahms. There was the greatest dissimilarity in behavior between these two artists, and the reserved Brahms was not over-pleased by Von Bülow's enthusiastic addresses to his concert audiences and his emphatic statement that he could manage three "Bs": Bach, Beethoven, and Brahms. The composer knew, however, how to discriminate between von Bülow's sometimes eccentric manner and his true self. The admiration that he von Bülow for this friend is revealed in a letter he wrote for his sixteenth birthday. The composer sent him a new Beethoven portrait by the Viennese artist, Ludwig Michalek (Mish-a-lesh), and remarked: "It is (Continued on Page 180)"



Richard Wagner and the uncouth Bruckner, Silhouette by Otto Böhlér

The Language of the Composer

An Interview with

Béla Bartók

Eminent Hungarian Composer

Secured Expressly for THE ETUDE

By FRIEDE F. ROTHE

BÉLA BARTÓK (BA-LÁ BĀR-TŌK) PRESENTS TO-DAY more interesting problems for American music than almost any living composer. The American composer, occupied as he is with the desire to create a national art and give himself national identification, artistic maturity, and independence through the use of native folk material, has an especially pertinent example in the music of Béla Bartók, the Hungarian.

When Béla Bartók set out about 1905 to gather and study the folk tunes and sources of his country's music, he was a young composer of twenty-three, under the influence of Brahms, Wagner and Debussy (dž-bü-sé). Hungary was then almost without a national art music, save for the rhapsodic productions of Liszt. In a short time Bartók realized his true direction, and this contact with the basic musical elements of his racial heritage released the spiritual springs of his subconscious propensities. Hungarian likewise began to figure in international music in the early twenties—with Bartók, Kodály (kō-dā-e) and to a lesser extent, Dohnányi (dōh-nān-yé). When one heard the name Bartók, one immediately associated it with Hungarian music. This, not in its narrow sense, which would also label Beethoven as German composer, but in the wider understanding of a particular character and culture.

The question was therefore posed whether the following of similar paths would lead the American composer to equally fruitful results.

"It is not quite so simple as that," said Bartók, whose small and fragile figure would belie the tremendous creative and research activity crowded into his fifty-nine years. "The most important thing for the composer is to grasp the spirit of that music, to incorporate it with his entire output, allow it to permeate his whole being and outlook.

"The musical language of a composer must be as natural to him as his native tongue. The musical education in countries of younger cultures, however, works completely against this. What is a natural enough phenomenon, the use of older and established but nevertheless foreign material for teaching, creates the real difficulty in the development of an intrinsically native style and expression.

"Hungary, for example, did not have a real national art music until recently. This could not be otherwise, since she was occupied for more than three hundred years by foreign peoples—first by the Turks, and then by the Austrians. Political instability and cultural upheaval do not make the best soil for artistic expression, and for Hungary this became possible only at the beginning of the last century. We might say that Hungarian music began with Liszt. His life, however, was not favorable to a real national expression; he did not even speak Hungarian.

"This same trend, the desire to create a national art, is operating in the smallest countries to-day. Or one should say 'was', since the war will retard

all such efforts for a long time. Considering that there are so many small countries, and so few outstanding composers—there are only about ten or fifteen in one century—it is quite impossible for them all to crop forth with great national music. Yet, in the end, it is always the composer with strength, purpose and individuality who puts his country on the map, and not the other way around. It is not enough to have the will to do so; one must also be capable.

"In the United States, the effort to give expression to a national character and feeling is more difficult. The mixture of several different traditions tends to confuse the composer as to his actual heritage. One can imagine, however, that it could be possible for a country to evolve a style of her own without a folk basis. If four or five American composers could emerge, who showed common features not found elsewhere, then their work might form the basis for a national music."

Béla Bartók's work as a researcher, musicologist, collector of folk songs and writer on music, both on contemporary issues as well as presentations of his findings, is absolutely unique in the musical history of a composer's career. The Brazilian Villa-Lobos is the one other composer who conducted similar researches into indigenous sources of his findings, but without the same examination and analysis of Bartók's insight into the life of folk manifestations.

His book, "The Hungarian Folk Song", a brilliant achievement in its own right, both for the minute investigation which went into it and the scholarly deductions which resulted, is the one most known in this country. But this is only a small part of what Bartók has accomplished in the field of folk research. Collecting the folk songs of his own country led him naturally into the neighboring regions of Slovakia and Rumania, and subsequently into Arabia and Turkey. If these extensive researches were mere collections, the contribution would be considerable in

itself. They, however, comprise so much material and information of an ethnological and linguistic nature as to constitute major scientific findings.

Aside from the book on Hungarian folk music, some of Bartók's literary works, published and translated into several languages, include: "The Instruments of the Hungarian People", "Instrumental Folk Music in Hungary", "The Musical Dialect of the Rumanians from Hunyad County", "Primitive Folk Instruments in Hungary", "The Folk Music of the Arabian from Biskra and Vicinity", "The Relation of Folk Song to the Development of Art Music of our Time" and "The National Temperament in Music."

Bartók's activities in folk research have never ceased, in spite of his own enormous creative output and his work as a concert pianist, teacher and lecturer. His latest collection, still awaiting a platonic publisher, comprises a vast amount of material bearing directly upon his previous findings. This is the "Folk Music of Turkey."

"It was the first to collect the folk tunes of Rumania—more than three thousand of them," said Bartók. "Since then, younger men have followed me, I am happy to say. Yes, it is true that the folk music of Hungary, Slovakia and Rumania has much in common. But in spite of the influences that these countries exercised upon one another, each has an individual character. The relationship is also of such a nature that one can tell what is intrinsic to a region, and what was super-imposed. This is what led me to study Turkish folk music, since a certain Turkish character in the folk idioms of these territories always remained unexplained."

"It has long been known that Finno-ugrian and Turkish connections exist. Finno-ugrian is the name given to a purely linguistic grouping, taking in the peoples as far north as the Finnish, as far south as the Hungarians and even as far northeast as Russia and Siberia. History records that in the ninth century, of the eight tribes that settled in Hungary, seven were Hungarian and one Turkish, and that the Hungarian tribes themselves were considerably sprinkled with Turks. In the tenth century the language of the Hungarian court was Turkish. Although Hungary was ruled by the Turks in the sixteenth and seventeenth centuries for a period of one hundred and fifty years, the influence which they exerted was never again so intense. Then one must remember also that the Bulgarians lying to our south were originally Turkish people.

"I first traced Finno-ugrian-Turkish resemblances to the people of the Volga region, and from there, finally to Turkey. There I found overwhelming ties and (Continued on Page 130)



BÉLA BARTÓK

Musical Films and Their Makers

By Donald Martin

THIS BEING THE SEASON of winter dol-drum for new picture releases, this Department seizes an opportunity of offering a few object lessons in the elements of success, chosen from the careers of stars behind the scenes of musical productions, as well as those who are seen and heard. One of the most interesting musical personalities to have helped write the Hollywood history of sound films is Deanna Durbin, whose ninth starring production, "Love At Last" (Universal), is to be released early in 1941. Numbering her public in tens of millions, Miss Durbin seems to have found the answer to the problem of offering up-to-date entertainment that serves the interests of good music at the same time. Miss Durbin has never assumed that "pleasing the public" meant playing down; her musical selections have always been worthy. In

Paul, a fellow worker at the Universal studio.

Miss Durbin's advance toward maturity has not been such a surprise to the musically aware among her public. They have noted it more gradually in the increasing vocal breadth and emotional content of her singing. When Deanna was signed by Universal Pictures, following upon her radio success, she was placed under the musical care of Andres De Segura, former baritone of the Metropolitan Opera Company. De Segura was impressed by the development of the then thirteen year old girl's vocal apparatus, which he found comparable to that of a mature soprano. He prophesied that, because of this natural development of her voice, time could bring little to her tones except in the direction of breadth and emotional impact.

To fortify these natural endowments by artistic discipline, De Segura placed Deanna under strict musical routine. Four of her daily eight hours of work were devoted to vocal cure, leaving the other four for school work, lesson preparation, dramatic work, and rehearsing. The Durbin home was moved to a quiet suburb of the film city, to avoid non-musical distractions, and a sound proofed room was installed to afford the most free and least self-conscious practice conditions. A careful diet was planned by Universal's medical staff; all trivial music was eliminated from Deanna's repertoire, and Charles Previn, Universal's music director, undertook personally to supervise the young star's sound-recording technique, so that the best values might be had from her developing breadth of tone.

Recording her songs under Previn's supervision has always been one of Miss Durbin's favorite film exercises. Her singing rehearsals are hard work for her; she feels immense responsibility for these assignments and takes it all very seriously. Acting has been a gradually acquired art. But the song recordings themselves, when rehearsals are done, remain a source of pleasure.

She invariably selects Saturdays for recording, since that day is free from the interruptions of school and dramatic work. For the song recordings, the young star is not hampered by costumes or make-up. She works in sports clothes and sweaters. She stands in a small booth, out of her; the others are over the orchestra, with Previn in direct charge. The recording is begun,

according to the top form of the last rehearsal. Even so, repetitions are often necessary—occasionally as many as a dozen—until a satisfactory public rendition is attained.

Miss Durbin has recorded four songs for her forthcoming film; *Love At Last*, by Jacques Press and Eddie Cherkose; *Perhaps*, by Aldo Franchetti and Andres De Segura; *Beneath the Lights of Home*, by Walter Jurmann and Bernie Grossman; and Stephen Foster's beloved *Old Folks at Home*.

Musical Directors of Movie Fame

The head of the music department at Metro-Goldwyn-Mayer (whence issue the Nelson Eddy-Jeanette MacDonald films) is Nathaniel W. Finston. Before assuming executive duties, Mr. Finston distinguished himself as violinist, conductor, and composer. He was born in New York, and managed to combine a career as child prodigy on the violin with a college education at the College of the City of New York. He continued his musical studies in piano, harmony, composition, and orchestration, and joined the Russian Symphony Orchestra in New York. Later, he joined the New York Philharmonic-Symphony and the Boston Opera Orchestra, until such time as he gave up organization work to become conductor and musical director of the Rialto Theater. After organizing the orchestra in the Capitol Theatre, Chicago, where he achieved outstanding success in presenting tabloid ver-



NATHANIEL FINSTON

sions of grand opera, as the stage shows in conjunction with silent motion pictures. After five years of this work, Finston entered the motion picture field, serving as head of the Paramount Studios in Hollywood. From there he went to Metro-Goldwyn-Mayer. A record such as Mr. Finston's demonstrates graphically what is required for motion picture musical success.

Another striking example is furnished by the career of Miklos Rosza, musical director for present time providing the musical background for "Lady Hamilton", which will star Vivien Leigh ("Scarlett O'Hara"), and Laurence Olivier. Rosza was born in Budapest, Hungary, in 1907.

He spent the first eighteen years of his life in his native city, attending public schools there but concentrating his best energies on music since his first visit to an opera—the performance of "Carmen"—aroused in young Rosza the determination to become a composer. His earliest serious works date from his ninth year.

At eighteen, Rosza went to Leipzig, where he remained five years, studying composition and in Paris, working seriously on composition and capital. In the musical advantages of the French of expression which held his chief interest at that time, and went to London in 1935 to complete his work. The Massine Ballet company accepted that the young composer was immediately offered an opportunity of entering motion picture musical work.

"It was in London, in 1936," says Mr. Rosza, "that I met Jacques Feyder, the French director, who had come to England to make pictures. He heard my ballet and (Continued on Page 130)



Robert Benchley, Deanna Durbin, and Ann Gillis in a scene from their new musical picture.

her newest film, the young star is supported by the most impressive dramatic cast ever to have been assembled for her. The featured players are headed by Franchot Tone, Robert Benchley, Robert Stack, Walter Brennan, Helen Broderick, Anne Gwynne, and Ann Gillis. Following the formula for all Durbin pictures to date, none of these is a singer.

Deanna Grows Up

So rapid has been the rise of Deanna Durbin in the cinema-music world that many of her admirers find it hard to realize that the child star has grown up. It came as a minor shock to some, agreeable but abrupt, to learn from the daily news columns that the clever youngster of "Three Smart Girls" (her four-year-ago film debut) celebrated her nineteenth birthday recently by announcing her engagement to Vaughn

MUSICAL FILMS

The Musical Air-Waves

By Alfred Lindsay Morgan

ARTO TOSCANINI IS SCHEDULED to conduct all four of the NBC-Symphony Orchestra concerts to be presented on the first, eighth, fifteenth and twenty-second of this month. The last of these programs will be a special one broadcast from Carnegie Hall in New York and will no doubt entail the use of a large chorus as well as the orchestra. Earlier in the season, Toscanini presented Verdi's "Requiem" in a broadcast from Carnegie Hall, and it is to be assumed that in his broadcast of February 22nd he will present a similar work.

The Ford Sunday Evening Hour (Columbia network) has a most imposing list of artists for February. On the second, Zino Francescatti, the violinist, will be featured and Reginald Stewart, conductor of the Toronto Promenade Concerts, will be the orchestral director. On the ninth, Rose Bampton, the Metropolitan Opera soprano, is to be heard under the direction of her husband, Wilfrid Pelletier. On the sixteenth, the Metropolitan Opera tenor, Nino Martin, is scheduled to sing with Mr. Pelletier again conducting. On the twenty-third still another Metropolitan artist, the mezzo-soprano Gladys Swarthout, is the soloist, and the conductor will be Eugene Ormandy, regular leader of the Philadelphia Orchestra.

February programs of the New Friends of Music (heard Sundays, 6:30 to 7 P.M., EST—NBC-Blue network) are all being broadcast from Town Hall in New York. The program of the second features the Busch Quartet and Hertha Glatz, contralto. The former will be heard in Schubert's "Quartet in B-flat major, Op. 158" and Shostakovich's "Quartet in D minor (Festive), Op. 56." Miss Glatz will sing songs from Křenek's "Spätespessung." On the ninth, Emanuel Feuermann, violoncellist, and Franz Rupp, pianist, are the artists. Their program will be an all-Beethoven one, the selections being the "Sonata in F major, Op. 5, No. 1" and the "Sonata in D major, Op. 102, No. 2"; also "Variations on Ein Mädchen, Op. 56" (after Mozart) and "Variations on Bel Manens, No. 158" (also after Mozart). On the sixteenth, the same artists will again be heard in another all-Beethoven recital; the program consisting of the Sonatas, "G minor, Op. 5, No. 2," "C major, Op. 103, No. 1" and "A major, Op. 69"; also the "Variations on a Theme from Jodels Macabre" (after Haendel). On the twenty-third, the Galmair String Quartet and Alexander Kipnis, basso, will be the artists. Their program will comprise three groups of Schubert songs, to be announced, and the "Quartet No. 5" of Arthur Schnabel.

The New Friends of Music Orchestra, direction of Fritz Seledy, will be heard in a performance of the Bach "Passion According to St. John" on February 26th. The broadcast will come from Carnegie Hall in New York, and will rank among the major events of its kind on the air during the present musical season. Consult your local newspaper for the exact time of the broadcast (NBC-Blue network).

Andre Kostelanetz, who has a distinctive way

of his own with the light classics, has a new weekly series called "The Pause that Refreshes on the Air" (Sundays, 4:30 to 5 P.M., EST—Columbia Broadcasting System). Albert Spalding, the distinguished American violinist, is a regularly featured soloist on this program, which also presents weekly other famous celebrities co-starring with Mr. Spalding. John Allen Wolf announces the series; and George Zachary, who has been responsible for so many fine musical shows over the Columbia network, is its producer.

Replacing the Chicago Opera broadcasts, which were heard the latter part of last year via the Mutual network on Monday nights from 11:15 to 11:45 P.M., EST, comes a new weekly musical series with Henry Weber and his orchestra, called "Chicagoand Concert Hour." These shows stress light classical numbers of popular appeal, and each broadcast presents a featured soloist.

"The Telephone Hour" — featuring James Melton, tenor, and Francis White, soprano, is still one of the leading attractions of Monday evenings (8 to 8:30 P.M., EST—NBC-Red network). Those who delight in the fine

breath and, following directions, locked himself in one of the offices. There he saved his pencil for a few minutes, then threw it away and sat down at the piano. In a short time he had composed an opening and a closing ditty and was ready for the audition. The program was for a toy dog manufacturer, in a rush to go on the air with a children's program. Carney elicited immediately, since that time, a large number of children have clustered around the family radios to hear him. Students of psychology and education have tried to isolate and label Uncle Don's magic with the kiddies—why he is so successful in getting them to eat foods and in improving their behavior habits. Although Uncle Don's program is aimed exclusively at children, he also has a large audience of adult listeners.

with chorus of the *Largo* from Dvořák's "Symphony from the New World." On the twenty-fourth, Melton is to sing Grieg's lovely song *A Dream*, and Miss White the Bach-Gounod *Ave Maria*, while together they will do the *Brindisi* from Verdi's "La Traviata." Selections for the orchestra and chorus will intersperse the solos of the two singers.

Most of us are familiar with Uncle Don's Children's Program heard week days from 8 to 8:15 P.M., EST—Mutual network, but how many know anything about Uncle Don, himself? Recently he celebrated his fifteenth year on the air. Uncle Don's name is Donald Carney. Originally in vaudeville, he tells a story of how he found himself badly in need of a little philosophy one Christmas day. The year was 1925. Vaudeville was then on its way out, and Carney was out of a job. As he stood outside of the Palace Theatre in New York, that day, he wondered rather desperately what he was going to do. Suddenly he thought of an old friend, who was head of radio station WMCA in New York. Radio at that time was just emerging from its swaddling clothes, and it seems "Uncle Don" was opening for an announcer who could sing and play the piano. Verastile Don Carney was fortunately able to fill the bill.

Two years later, he visited the sales manager of WOR, Mutual's New York station. It was just five-thirty in the afternoon when he walked into that office. "Can you put on a half hour children's act at six o'clock?" the sales manager promptly asked him. Carney caught his

breath and, following directions, locked himself in one of the offices. There he saved his pencil for a few minutes, then threw it away and sat down at the piano. In a short time he had composed an opening and a closing ditty and was ready for the audition. The program was for a toy dog manufacturer, in a rush to go on the air with a children's program. Carney elicited immediately, since that time, a large number of children have clustered around the family radios to hear him. Students of psychology and education have tried to isolate and label Uncle Don's magic with the kiddies—why he is so successful in getting them to eat foods and in improving their behavior habits. Although Uncle Don's program is aimed exclusively at children, he also has a large audience of adult listeners.

The viola is all too seldom heard as a solo instrument; yet it is one of the most interesting of the strings. That is why the Mutual network "Sonata Recital," heard Sundays 11:30 to 12 noon, EST, is a particularly worth while feature. Milton Katims, violinist, (Continued on Page 134)



Albert Spalding and Andre Kostelanetz discussing a broadcast.

RADIO

New Discs with Distinctive Charm

By Peter Hugh Reed

JAN SIBELIUS REACHED his seventy-fifth birthday on December 8th. To celebrate this event, "For Finland, Inc." sponsored a nationwide Festival in this country, the following week. This is one of many indications that no contemporary composer seems to rank more highly with the musical public than Sibelius. Reluctant as he is to talk about himself and his work, Sibelius seems completely satisfied to realize that his music is being played and enjoyed. No doubt he would tell you that he is content to be accessible in his music. However, his greatest scores are not yet fully understood by the general public, although the phonograph has aided greatly in making his music available. Those who have grown to know and appreciate the greater Sibelius of the fourth, fifth and seventh symphonies, of *Tapiola* and the violin "Concerto in D minor, Op. 47", have undoubtedly done so through the notable recordings of Sir Thomas Beecham, Serge Koussevitzky, and, in the case of the concerto, Heifetz and Beecham.

In honoring the recent Sibelius Festival, the record companies brought out new recordings of his more obvious works. A new recording of the "Symphony No. 2 in D major" played by the Philharmonic-Symphony Orchestra of New York, under the direction of John Barbirolli (Columbia Set M-423), however, was a needless duplication, since the performance lacks the dramatic breadth and artistic dignity of the Koussevitzky version (Victor album M-572) and is not tonally so distinguished as a recording.

Of more interest is the "Incidental Music to *Belshazzar's Feast*, Op. 51" (Victor album M-715), which Sibelius wrote about 1903 for a play by his friend Hjalmar Procopé. This is the only music in which the composer resorted to the deliberate use of Oriental effects. Grieg and Tjallow-Ivanov (ép-pé-lé-tô-fé-vá-nâf) are not far removed from the opening *Orchestral Procession* and the final *Khaedra's Dance*, but the two middle sections are more personal and poetically impressive. Anyone else might have written this music, says Cecil Gray, but not so well. Played by the London Symphony Orchestra, under the expert direction of the late Robert Kajanus, this music will undoubtedly please a large group of the composer's admirers.

The Romance in C major (Victor disc 13499), played by Boult and the British Broadcasting Corporation Symphony Orchestra, is not far removed from the composer's *Valse Triste*. It is removed from romantic and sentimental, yet not without lyric charm. Boult gives it a warm-bued performance, one that displays the string quality of the famous British orchestra to perfection. Just Bjoerling, singing two of Sibelius' most popular

songs, *Black Rose, Op. 36, No. 1* and *Saf, Saf, Saf, Op. 36, No. 4* (Victor disc 4531), the latter a song that Marian Anderson has also done, makes a welcome contribution to Sibelius records. The admirable vitality of the tenor's singing is shown in *Saf, Saf, Saf*, where, in the middle section his interpretation is more effective than is Miss Anderson's.

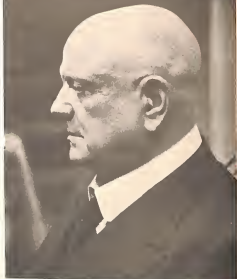
One of the most beautiful early eighteenth century orchestral works on records is contributed by Arthur Fiedler's Sinfonietta (Victor disc 13446). It is a "Christmas Symphony" by Gaetano Maria Schiassi, an Italian composer of whom little is known. The music is truly heart-warming in its poetic serenity, and Fiedler gives it a fine performance. It belongs next to Corelli's lovely "Christmas Night Concerto", which also was written to celebrate the Nativity.

Like Toscanini, Sir Thomas Beecham has a way of revitalizing familiar music. Thus in his performance of Grieg's "Peer Gynt Suite, No. 1" (Columbia Set X-180), we find this conductor's interpretation of such old favorites as *Anitra's Dance* and *In the Hall of the Mountain King* assuming new freshness. His recording of this suite is, to use a much abused adjective, the truly definitive one.

Stokowski Plays Dukas

Leopold Stokowski, conducting the Philadelphia Orchestra, turns in a dynamically sonorous performance of Dukas' *The Sorcerer's Apprentice*, with a bit of Stokowski-arranged Rimsky-Korsakov (Prelude to Act 3 of *Tan, the Terrible*) thrown in for good measure (Victor Album M-717). Curiously, Stokowski is somewhat deliberate in his handling of the volatile Dukas tempos, and not by any means so imaginative as is Gaudert in his recordings; but from the reproductive standpoint Stokowski has been better treated. This is the same recording that Stokowski uses in his score for Disney's much disputed picture, "Fantasia."

Howard Barlow and the Columbia Broadcasting Symphony Orchestra play three excerpts from Humperdinck's ever popular "Hänsel and Gretel" in the "Hänsel and Gretel Suite" (Columbia Set M-494). These selections are the *Overture*, the *Dream Fantasia*, and *The Waltz*. In view of the fact that Boult and the British Broadcasting Corporation Symphony have al-



JAN SIBELIUS

ready made admirable recordings of the first two selections, it seems a pity that Barlow did not see fit to arrange a different suite from this popular opera, for *The Waltz* offers little reason to duplicate the rest of the music.

Rossini had a flare for sprightly tunes; which is apparent in the recording of the *Ballet Music* from his opera "William Tell" (Victor discs 26743/44). Constant Lambert gives this music a zealous performance, and those who know and admire Rossini will find these discs worth acquiring. Some of the tunes were used by Respighi in his *Rossiniata* (Columbia Set X-567), which Beecham so adroitly conducts.

The Rachmaninoff Festival, which the Philadelphia Orchestra sponsored in 1939, has borne splendid fruit. Hard on the heels of the recording of the composer's "Third Symphony" comes Op. 30" (Victor Album M-710), and perhaps by the time these words are read a recording of his "First Piano Concerto" and an album of piano solos also will have been made available. This "Third Concerto" is one of the finest concerto recordings in existence. The balance between the solo instrument and the orchestral choir is as close to perfection as is possible at this time. There is striking evidence in these new Rachmaninoff recordings that that careful preparation was made for them; that sufficient rehearsal was had to accomplish exactly what the composer by Horowitz, was distinguished for the virtuosity they did. Perhaps the new set does not end more modern recording gives it precedence.

Edward Kilenyi, the young Hungarian-American pianist, is favorably heard in a fine recording of the Schubert-Liszt "Fantasia, Op. 15, The Wanderer" (Columbia Set M-426), accompanied by a French orchestra, under the direction of Selmar Meyrowitz. Particularly gratifying is the rhythmic fluency and (Continued on Page 128)

RECORDS

The Etude Music Lover's Bookshelf

A NEW PSYCHOLOGY OF MUSIC

We have been looking over some of the earlier works upon musical psychology that we once studied, with great curiosity and enthusiasm. They are based largely upon the old-fashioned metaphysics, which in itself was derived from farfetched guesses about mental behavior. Quite remote is the modern biological psychology evolved in the clinic which deals with the scientific observation of the reactions of organisms to their environment.

Dr. Max Schoen (Shane), Professor and Head of the Department of Psychology and Education, of the Carnegie Institute of Technology, of Pittsburgh, Pennsylvania, is the author of the latest work upon musical psychology which is very valuable because musical scientific data and types of musical experience have accumulated so that it is possible to write a real review of the performances of the human brain in its relation to music.

The first chapter deals with the psychology of tone, the second with tones in successive combination (melody) and the third with tones in simultaneous combination (harmony). With this necessary foundation the author passes successively to "Musical Effects: Ideational"; "Musical Effects: Affective"; "Types of Musical Experience"; and "The Aesthetic Experiences in Music." The second part of the book is devoted to "The Psychology of Musical Aptitudes", and includes valuable comments upon "Tests of Musicality and Talent"; and "The Psychology of Artistic Singing", which quotes many famous singers. It is a significant contribution to vocal study. Teachers will also find the "Growth of Musical Powers" very helpful in the understanding of pedagogical problems with little children. In the bibliography, Dr. Schoen lists one hundred and twenty-three works which he has consulted and gives in addition a bibliography of two hundred and sixty-four references for further study.

Professor Schoen's book is one of the most valuable additions to musical pedagogical literature in recent years.

"The Psychology of Music"

By: Max Schoen

Pages: 231

Price: \$3.25

Publisher: The Ronald Press Company

GREAT MASTERS AS CRITICS

Schumann, Wagner and Berlioz were not the only masters who took it upon themselves to express themselves about their own music and that of others. Many of Schumann's most valuable years were given over in part to work as a critic and as the editor of the "Neue Zeitschrift für Musik", and Wagner was known to have been the inspiring force behind the "Musikalisches Wochenblatt." As the writer of this review, despite the fact that he has no German blood, was for some time on the staff of both of these papers, he has read with great interest the newly compiled volume, "The Critical Composer", which has been assembled and edited from the works of Gounod, Berlioz, Schumann, Wagner, Tchaikowsky, Hugo Wolf, Gluck, Liszt, Mendelssohn and Debussy. Surely if anyone had

a right to write upon music and to peer behind the musical bars into the technic and emotional inspiration of their contemporaries, these men were entitled to that privilege. Thus, when Gounod writes upon Palestrina, Wagner writes upon Beethoven, Berlioz writes upon Bach, and Liszt writes upon Chopin, we are bound to meet many illuminating ideas.

This does not mean, however, that the criticism of a master may be the most understanding or the most constructive. The element of personal jealousy, after the manner of the popular cliché, too often "raises its ugly head." Very few composers would choose their contemporary



HECTOR BERLIOZ

composers as just and honest critics of their work. A tolerant and fair-minded Schumann might build up the warmest enthusiasm for a Chopin, as he did in 1831, and hail him from the hospitable "Oft with your hats, gentlemen, a genius," but Wagner, on the other hand, who had mastered the "art of hating", could be fearfully bitter as he was in his "Judaism in Music." Moreover, the composer may be inclined to see things from a more or less lofty and arrogant point of view and be wholly incapable of making his meaning assimilable to musicians with lesser

BOOKS

By
B. Meredith Cadman



Any book listed in this department may be secured from THE BRUCE MUSIC MAGAZINE at the price given plus the slight charge for mail delivery.

musical gifts and training. Thus it often happens that musicians with comparatively restricted training make excellent critics as far as the general public is concerned because they are incapable of writing very far above the heads of the masses.

The worst of all critics, the pusillanimous individual who, knowing very little indeed about music, assumes that he knows a great deal. He usually has very little difficulty in exposing his ignorance. Generally speaking, the level of music criticism in America has gone up in a very encouraging manner, but we still see some musical criticisms which have all the musical authority which we might expect from a chiropractor or a veterinarian.

Whether you expect to do any musical criticism or not, you will find Mr. Kolodin's book very interesting and especially valuable to those who expect to find new ideas in interpretation.

"The Critical Composer"

Edited by: Irving Kolodin

Pages: (4½ x 7½) 275

Price: \$2.00

Publishers: Howell, Soskin & Co.

THE SAGA OF THE AMERICAN SYMPHONY ORCHESTRA

There are sixteen major symphony orchestras in America. Of how many minor symphony orchestras there may be, the writer has no idea; but in this category there would have to be included many astonishingly fine organizations. The writer recently conducted a high school symphony orchestra of one hundred ten players, which, in precision, flexibility, intonation and interpretation would have amazed Haydn, Mozart or Beethoven. With its finer instruments, and a more advanced technique of the members, those old masters probably never heard such an orchestra.

So great is the interest in symphonic playing in America that Margaret Grant and Herman S. Hottinger have written a three hundred twenty-six page book upon the subject; and it is the one book that has yet appeared that covers that phase of the subject which is of greatest concern to those who desire to promote a new symphony orchestra. The enormous amount of data collected was made possible by the Carnegie Corporation of New York. The survey was supervised by numerous educational and social bodies.

Music and Study

The first great difficulty in organizing a great orchestra is financial. Because of this, the authors segregate the major orchestras thus: Class I, Budgets \$600,000 and over—New York Philharmonic-Symphony Orchestra (1842); Boston Symphony Orchestra (1831); Philadelphia Orchestra (1890). The annual cost of the personnel and the conductor in a major Class I orchestra is averaged at \$443,759. The total income from concert admissions, program advertising, radio, and other sources, is averaged at \$560,268.

Class II, Budgets \$200,000 to \$600,000—Chicago Symphony Orchestra (1891); Cincinnati Symphony Orchestra (1895); Cleveland Symphony Orchestra (1918); Detroit Symphony Orchestra (1919); Los Angeles Symphony Orchestra (1897); Minneapolis Symphony Orchestra (1903); St. Louis Symphony Orchestra (1880); San Francisco Symphony Orchestra (1909).

Class III, Budgets \$100,000 to \$200,000—Indianapolis Symphony Orchestra (1930); Kansas City Symphony Orchestra (1833); National Symphony Orchestra, Washington, D. C. (1931); Pittsburgh Symphony Orchestra (1928); Rochester Symphony Orchestra (1929).

Please notice that in this list no mention is made of the orchestra which probably has the largest budget in history—the National Broadcasting Company Orchestra of New York; but that is not of the type represented by an orchestra supported directly by the public.

The authors of the new book, "America's Symphony Orchestras and How They Are Supported", class the secondary orchestras thus: Class IV, Budgets \$10,000 to \$100,000—Buffalo Grand Rapids, Harrisburg, Houston, New Orleans, Wheeling.

Class V, Budgets \$1000 to \$10,000 (chiefly semi-professional)—Albany, Charlotte, Fall River, Little Rock, Spokane and Vermont Symphony Orchestra.

Class VI, Budgets less than \$1000 (largely amateur)—Crawfordsville, Indiana; Roxborough, Pennsylvania; Terre Haute, Indiana; and Walla Walla, Washington.

It is estimated that the symphony orchestras heard in concerts and over the air reach from nine to fifteen million auditors. Dr. Joseph E. Maddy, president of the National Music Camp, estimates that there are thirty thousand amateur orchestras in schools, colleges and conservatories throughout the country. The orchestras of the Curtis Institute, the Juilliard School of Music, and the Eastman School of Music, as well as many of the symphony orchestras of the radio and the moving picture theaters, are so fine that the best European critics would easily be astonished by their excellence.

The writers of this remarkable book reveal that four-fifths (80%) of all of our present orchestras have been developed since the close of the World War. Probably no country in the history of music has known a comparable advance. The greatest increase, strange to say, was during the years of the depression. Our people evidently realized that nothing can equal music as a stimulation and inspiration during times of great stress.

The first chapter deals with the "Rise of American Orchestras." The second traces the forces underlying the amazing recent expansion. The third presents the secrets of raising funds for orchestras. The fourth is about the difficult personnel problems of the orchestra. The fifth is concerned with orchestra management and operation. These are followed by VI, "Regular Subscription Concerts"; VII, "Concerts for Varied

Audiences"; VIII, "Government Support for Symphony Orchestras"; IX, "Increasing the Operating Income"; X, "Meeting the Operating Deficit"; XI, "The Future of America's Symphony Orchestras."

Although the incessant change of conditions may in time make certain information in this unusual book obsolete, it will remain for years a comprehensive and valuable guide for all of the thousands of people who are directly interested in orchestras and their promotion. "America's Symphony Orchestras and How They Are Supported"

Authors: Margaret Grant and Herman S. Hettlinger

Pages: 326

Price: \$3.90

Publishers: W. W. Norton & Company, Inc.

The Musical Ear

By Gladys Hutchinson

To train the ear to "listen" has become such an important part of music study that even the public schools in some of the most progressive cities and towns have included "ear training" in connection with the regular public school music.

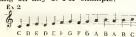
In days gone by it was believed that a chosen few were endowed with "absolute pitch," and so they were, and so they always will be, but no one believed or even tried to learn if "absolute pitch" could be developed, until fairly recent years. Absolute pitch means perfect tone memory and any child with an average faculty of memory may develop "absolute pitch."

There are any number of excellent ear-training books on the market, but if any of our readers have not yet had ear training, they may start out with a few fundamentals, as outlined below.

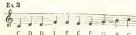
The very first step in this direction is to get some member of your family or a friend to play single tones in diatonic progression, preferably on the piano, and at first you will simply state whether the progression is up or down or the same. For example:



Ear training should, of course, be coupled with theoretical training, and so before you go further you should be able to recite very quickly the white keys, up and down, from any given note: C, D, E, F, G, A, B, C, B, A, G, F, E, D, C. Then name the notes of a diatonic progression beginning on any C. For example:



In the next step you should be able to recite thirds up and down from any given key: C, E, G, B, D, F, A, C, A, F, D, B, G, E, C. In your next exercise some of the progression will be diatonic and occasionally a skip of a third. For example:



Now our ear-training work is getting a little more involved. Fourths are considerably more difficult to hear, but with practice they will be-

come as easy as seconds and thirds. Recite fourths up and down from any white note: C, F, B, A, E, D, G, C, G, A, E, B, F, C. Now you will have skips of seconds, thirds and fourths in the next exercise:



Intervals played together should be taken up next. Play the following intervals and name them, prime, second, third, fourth, fifth, sixth, seventh, eighth:



The following exercises will be a test on intervals.



If you have difficulty, sketch the intervening degrees to determine the size of the interval.



This, of course, is just a brief outline of what ear training is all about, in case you do not know, but it is enough to make you want to know more about it, and any reliable publishing house can advise you on material to be used for this purpose.

A Lure for the Musical Child

"I remember reading some years ago of two partners, one specializing in aural training, and formed two little classes, chiefly from the latter's pupils. A modest demonstration to parents, for which some rather more advanced children were brought in, produced a small flock of new pupils, so that further classes could be formed from childhood of the earliest school age to those of adolescence. It was pointed out that when children had demonstrated the pleasure of those taking part in the parents to let them join too, and so many pupils were gained for the classes—and not a few, also, has watched the best sort of class, with rhythmic work, will have felt how much he or she would joining in such work. This is another proof that nothing attracts people like work and self-activity. Children do not want to learn; they want to please, and it is for us to make the work solid, pleasant and profitable to them."—W. R. Anderson, in the Music Teacher, London.

"My heart which is full to overflowing, has been soled and refreshed by music, when sick and heavy."—Martin Luther.

The Origin of "The Star-Spangled Banner"

By William Arms Fisher

Distinguished American Musical Editor

THE MUSIC to which *The Star-Spangled Banner* is sung was written by John Stafford Smith, an English organist and composer of prominence. He was born at Gloucester about March, 1750, and died in London, September 21, 1836. About 1775 Smith wrote the music for a convivial song to a poem by Ralph Tomlinson—*To Anacreon in Heaven*, which became well known as "The Anacreontic Song." Its popularity crossed the Atlantic and the melody was used in this country with various texts, the most widely sung being *Adams and Liberty* by Robert Treat Paine of Boston. This was first sung and published on June 1, 1798, and became very popular. When *The Star-Spangled Banner* appeared in Baltimore sixteen years later it was labelled "To be sung to the tune of *Anacreon in Heaven*."



JOHN STAFFORD SMITH



FRANCIS SCOTT KEY

ADAMS AND LIBERTY.
Written by R. T. Paine, Nov. 19, 1798.

Marched, With the steps of mild peace, May your
Be sons of Columbia, who proudly take
Fright, For those rights which trial's from your
March'd onward, May you bring us the
Messages your valor has brought, And your
arm may the soul which your history dis-

March, With the steps of mild peace, May your
Adams braves, With the glory of
Be, And the valour of Adams
Gives.
And who say the sons of Co-
doubt, he shows, With the march have a
phers, or the sea rolls do waves.

The text of *The Star-Spangled Banner* was written by Francis Scott Key, a lawyer by profession, who was born in Frederick County, Maryland, August 6, 1798, and died in Baltimore, January 11, 1843. About September 12, 1814, Key, with the approval of President Madison, visited the Admiral of the British

fleet in Chesapeake Bay to secure the release of his friend, Doctor Beanes. This was granted but Key and his party were detained on board because of the intended attack on Baltimore. The patriot Key was thus compelled to witness the bombardment of Fort M'Henry which began on the morning of September 13th, and lasted until the early hours of the 14th when "by the dawn's early light" he saw "that our flag was still there." The attack having failed, Key and his party were released and the fleet withdrawn. In the fervor of the moment Key sketched the lines of the song on the back of a letter and finished them after reaching Baltimore. They were printed in the *Baltimore Patriot* of September 20th, 1814, the *Baltimore American* of September 21st, and in a handbill struck off at the time.

A comparison of *Adams and Liberty*, given above, with *The Star-Spangled Banner* shows how the attraction of a hundred years has gradually changed the melody, softening the angularity of the original and adding zest to the rhythm. The great war of 1914-18 having brought the song into new prominence and nation-wide use, it became necessary to prepare a standard version for the Army and Navy song and band books and for School and Community singing. For this purpose the version in general use was prepared by a Committee of Twelve.

The Teacher's Round Table

Minors, Turns and Benches

1. Should a pupil be taught that *various* minor is used only descending in a minor scale (melodic form)? In other words: Is it wrong to teach the natural minor ascending and descending?

2. Why do so many authors contradict each other in the different ways of executing the turn and the left, but especially the turn?

3. Is there such a thing as a right and a wrong way or is it left to the composer's interpretation?

4. We have a huge music department and teach all kinds of instruments. The students we use in our orchestra, each other that we often wonder which is the right way to play these ornaments.

5. Could you tell me what should be the distance between the keyboard and the piano bench?

All our benches are twenty-one inches from the floor with piano of different heights. The problem of adjustment to the individual pupil is impossible with nineteen pianos and over a hundred pupils, but I would appreciate knowing what the ordinary height should be.

Shirley M. M., California.

1. When minor scales are begun, piano teachers should teach only the harmonic minors; and then only as a lowering of the third and sixth of the majors. Never teach them in their "relative" positions, such as C major and A minor. It befuddles the students from the first, so that many never get the minor scales straight. Always teach C minor in its relation to C major, D minor to C major, and so on. Later, when all harmonic minors are well learned, it is time enough to explain the "natural" and "melodic" minors. But the less the students practice these last two forms, the better; otherwise, you will succeed only in getting the scatterbrains so rattle-dazzled that they'll never be able to play any scale decently. I always give a lead here: laugh when I read requirements in conservatory or college bulletins denouncing all kinds of scales in dozens of forms. One that I saw recently required one hundred and forty-four such scales. Bah! I'm happy if I can get my advanced students playing smooth, fast simple scales up and down four octaves, singly and hands together. And if after years of work they can zip off two or three scales perfectly with all required dynamic gradations, I'm up in the seventh heaven.

Of course, the relationship of the major keys with their proper minors must be clearly understood, but it is not necessary to do this in actual scale practice.

If you are wise, you will stick to your harmonic minors.

2. I have tried to clarify and simplify the rules for turns for you. Here they are:

Turns written after the note: When a dot is present, the turn is played thus



Ex. 1

like grade notes, swiftly just before the dot starts. See Ex. 2, A, B, C, D. Or, if you prefer, think of it this way: (Ex. 2 A) the turn comes before the next eighth; if a sixteenth (Ex. 2 C) before the next sixteenth; if a quarter (Ex. 2 B) before the next quarter; and so on.



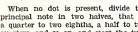
Ex. 3



Ex. 4



Ex. 5

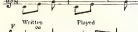


Ex. 6

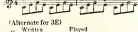
When no dot is present, divide the principal note in two halves, that is, a quarter to two eighths, a half to two quarters, and so on, and start the turn either on the second half as in Ex. 3 B and F, or directly afterward, as in Ex. 3 C. Sometimes in slow tempo the turn is delayed until the last unit (eighth or sixteenth) of the accompaniment (Ex. 3 A and H).



Ex. 7



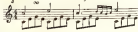
Ex. 8



Ex. 9



Ex. 10



Ex. 11

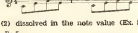


Ex. 12

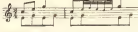
Turns on the note: The two normal ways are 1) snapped before the beat on strong beats or isolated tones (Ex. 6).



Ex. 13



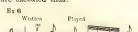
Ex. 14



Ex. 15

Important: Note that all the turns except Ex. 5 begin on the scale step above the principal note.

Turns with accidentals above or below are executed thus:



Ex. 16



Conducted Monthly

By

Guy Maier

Noted Pianist
and Music Educator



Oh, yes! Many artists "give lessons," but most of them regard such teaching as a side issue, or a necessary nuisance to help along their earnings. They do not throw themselves into it, they feel no responsibility to the students, they take no pains to develop their gifted disciples into individual authoritative musical personalities.

On the other hand, it is not difficult to name a dozen of the world's greatest artists who refused to teach at all—only openly express dislike for one of our noblest vocations. "But," you might say, "very few of them would be good teachers anyhow." I am sorry to disagree with that statement, for I am sure that these artists who have felt a burning zeal to pass on their methods of practice and study, their technical and interpretive approach, have done so without much difficulty.

Too often the artist succumbs to playing the part of the leaping, dazzling fire. The closer the student hugs the fire, the hotter the coals; the farther away he moves, the colder he becomes. And there is always the third that he may freeze when he steps out into the darkness. This is tragic—for I am sure that most artists, being extremely intelligent persons, could become fine teachers if they tried to develop more of that outstanding quality which the rest of us common, garden variety of teachers are forced to cultivate. We can never say, "Do it MY way"; no, we have to consider the extent of each student's talent, his technical equipment, his mental development, his temperament—just to mention a few important items. How many artists are even aware of these considerations in dealing with pupils? The artist finds it very difficult to pierce the shell of ego which envelops him; but until he does this he cannot become a good teacher.

Now, will you try a guess? Make a list of as many well known artists as you can remember—pianists, violinists, conductors, singers; put these in two groups—those over fifty years, and those under. Quicker startling, isn't it? Now, from each list pick out the fine teachers, those whom you know have produced outstanding young artists or teachers. The result is just as surprising, isn't it? For a country teeming with talent we make a sorry spectacle. But there is no reason for pessimism. If the great artists have failed to train their next-in-line it's up to us. With an opportunity we have here in the United States to turn musical talent into a golden stream of great teachers, players, singers and conductors! The responsibility belongs to us. Let's go to work with our own tools, and see what we can do.

Artist Teachers

Why is it that many great artists are not good teachers? I have had summary master classes with three famous pianists, and each time, when I tried to sum up the net results of my work with them, I could point only to the word "inspiration." That, it seems to me, is a pretty empty phrase. I have had many long hours a day, during the winter, teaching many the moving mystery of swing, of pleasure, in order to save enough money the moving mystery. I sometimes wonder if it is worth the cost—\$5, New York

Before I try to answer your question, I'll propose some others. Who is to follow in the footsteps of the well-known artists now before the public? How is it ever occurred to you that an overwhelming number of these artists are over fifty years

of age? Where are the young people to take their places? Whose fault is it that there are so few young artists prepared to step into their shoes? The young people? The rank and file of music teachers? Or is it lack of talent? Or worse conditions? No, I do not think it is any of these. It is the fault of the artists themselves. Most of them have spent their entire lives playing or singing to the public, instead of concentrating time and energy to training the rising generation in the traditions and "secrets" of their art.

Oh, yes! Many artists "give lessons," but most of them regard such teaching as a side issue, or a necessary nuisance to help along their earnings. They do not throw themselves into it, they feel no responsibility to the students, they take no pains to develop their gifted disciples into individual authoritative musical personalities.

On the other hand, it is not difficult to name a dozen of the world's greatest artists who refused to teach at all—only openly express dislike for one of our noblest vocations. "But," you might say, "very few of them would be good teachers anyhow." I am sorry to disagree with that statement, for I am sure that these artists who have felt a burning zeal to pass on their methods of practice and study, their technical and interpretive approach, have done so without much difficulty.

Too often the artist succumbs to playing the part of the leaping, dazzling fire. The closer the student hugs the fire, the hotter the coals; the farther away he moves, the colder he becomes. And there is always the third that he may freeze when he steps out into the darkness. This is tragic—for I am sure that most artists, being extremely intelligent persons, could become fine teachers if they tried to develop more of that outstanding quality which the rest of us common, garden variety of teachers are forced to cultivate. We can never say, "Do it MY way"; no, we have to consider the extent of each student's talent, his technical equipment, his mental development, his temperament—just to mention a few important items. How many artists are even aware of these considerations in dealing with pupils? The artist finds it very difficult to pierce the shell of ego which envelops him; but until he does this he cannot become a good teacher.

Now, will you try a guess? Make a list of as many well known artists as you can remember—pianists, violinists, conductors, singers; put these in two groups—those over fifty years, and those under. Quicker startling, isn't it? Now, from each list pick out the fine teachers, those whom you know have produced outstanding young artists or teachers. The result is just as surprising, isn't it? For a country teeming with talent we make a sorry spectacle. But there is no reason for pessimism. If the great artists have failed to train their next-in-line it's up to us. With an opportunity we have here in the United States to turn musical talent into a golden stream of great teachers, players, singers and conductors! The responsibility belongs to us. Let's go to work with our own tools, and see what we can do.

The first American tenor to make a debut at the Metropolitan Opera House in a leading role without previous European experience or training, as well as the first native exponent of the great Wagnerian heroic tenor rôles Tristan, Siegfried and Tannhäuser, Paul Althouse occupies a unique place in the history of American singers. To-day, rounding off thirty years on the operatic stage, in oratorio, as soloist with the nation's leading symphony orchestras and over the radio, Mr. Althouse is winning new laurels as the teacher of many outstanding young singing stars, among them Eleanor Steber, this year's winner of the Metropolitan Opera Auditions of the Air. Miss Steber received the news of her victory, oddly enough, just twenty-seven years to the day from the date of his own initial Metropolitan appearance as Dmitri in the American premiere of "Boris Godunov." On this occasion Caruso, hearing Althouse for the first time, declared: "That young man will be my successor. He has a voice just like mine."—BUREAU'S NOTE

Wisdom and Whim in the Study of Singing

A Conference with

Paul Althouse

Secured Expressly for THE ETUDE

by ALIX B. WILLIAMSON

THE SINGER'S MOST IMPORTANT EQUIPMENT, after his voice, is his brain, a fact which every vocal student sooner or later must realize. For no matter how beautiful Nature has been in granting him the potentialities of vocal splendor, common sense is essential for setting him on the right track. Its exercise, however, has been inhibited by the mystery that has been allowed to surround the study of singing. If headway is to be made by the fledgling singer,

fort. If any vocal method involves awkwardness or tension, it is a safe bet that it is an improper one, and probably detrimental to the voice. For singing should be as natural as speech, and the ways of improving its technique easy, relaxed and sensible.

Beware of Fads!

The common sense approach to vocal study is far more prevalent to-day than it was in the period around 1910 when I myself was preparing for a singing career. In those days instructional whims still had the upper hand over instructional wisdom. There are still, of course, teachers and students who lean on fads rather than facts in vocal study, but their number is much less than it was thirty years ago; and, whereas at that time the "scientific authority" which they claimed as backing was merely a convenient catchword, to-day we have real scientific studies of voice production to serve as trustworthy, factual guides.

One of the chief attributes of the faddist mastris of former years was their devotion to gadgets. There were some, for example, who would claim to develop in their pupils an understanding of modulation by opening and closing an umbrella in front of the singer, as he emitted tones that successively swelled and diminished. When the singer afterwards came to face the public, there would be no one to manipulate an umbrella for him, and he would consequently feel bereft and ill at ease.

Therein lies the whole fault with mechanical aids, and the reason why they are contrary to common sense; whether or not they furnish a temporary good, they set up a reliance which limits the student's dependence on his own resources, and which works for his ultimate ill. Metal tongue pressers, nasal corks, and the like, apart from the fact that many of them are

harmful in themselves, should for this reason be regarded as whims, and avoided.

Of all the gadgets that once exerted their sway over singing instruction, the one which had the widest acceptance for the longest time is a sort of super-gadget—the laryngoscope. Imagine, if you can, an instrument with a long handle at the end of which is placed a mirror to rest against the back of the student's throat, while the tongue is pulled forward and to the side; another mirror is strapped to the teacher's forehead, and from this mirror a ray of light is reflected to the laryngeal mirror, which in turn reflects the light to the vocal cords and shows their movement in its polished surface—for while all this is going on, you are supposed to be warbling merrily away, with the action of the vocal cords visible to the vocal instructor.

Although you may, with difficulty, visualize such an instrument, it is very unlikely that you will ever see one. For, while the inventor of the laryngoscope was a singing teacher—the celebrated Manuel Garcia—its use now is confined almost entirely to physicians. Yet there was a time when it not only was in wide use as another enmeshment upon the singing student, but also led to misconceptions in theory, some of which still linger.

Seeing the vocal organs in actual operation gave teachers the idea of having their pupils exert direct mechanical control over the organs while singing. Now, when you try, while singing, consciously to manipulate each muscle that produces the voice, it tends to reason that the mind will be overburdened and an unnatural tension set up. It is, of course, much more relaxing to forget all about the larynx, the mylohyoid muscle, the snusens. Instead, form a mental image of the tone that is required, and then try to produce it. The vocal muscles will instinctively operate properly, for there are nerve connections between the centers of hearing and those of the voice, and the nerve impulse that is set up causes the vocal organs to perform just those muscular contractions which will result in the



Paul Althouse with his pupil, Eleanor Steber, winner of this year's "Metropolitan Opera Auditions of the Air."

this mystery must be dispelled, and immediately. Anthropologists and other scientific gentlemen, who delve into the recesses of the human past, agree that singing is one of the most natural and instinctive forms of human expression among all peoples, so it is paradoxical that many individuals try to transform it into something strange and bizarre, with faddist methods of study which veer sharply away from the normal and customary. Luckily, nature has provided us all with guides for the avoidance of such methods—danger signals in the form of pain and discomfort.



Paul Althouse as Tristan

VOICE

Nelly Custis Harpsichord

By Eloise Lounsbury

desired tone required for an interpretation. In all the subdivisions which, taken together, form a basis of good singing—among them posture, breath control, placement, and diction—the proper effects can be gained in simple, uncomplicated ways, yet in each case a whole structure of unnatural ritual has been set up.

The Natural Way is the Wise One

Take posture, as our first example. Some teachers urge their students to hold their chest high "like the very others to be desired and emulated, so as to relieve tension on the throat. Both positions are unnatural and exaggerated; both divert the singer's attention. Then there are some who insist that the pupil stand rigidly erect, with the waist held in. This makes holding the breath laborious. In fact, most singers would find they had lost their breath before they were ready to attack the note, and would have to rigidify themselves all over again. Pressing the ground with the soles of the feet when taking the high notes is another frequently urged stance. Like the others, it is wrong because it keeps the singer's mind on manipulating his body makes him tense and, therefore, inefficient. The only proper way to stand while singing is the natural way, straight but not rigid, the arms loose, with all the bodily lines of force in their normal direction, so that tones can be produced unhampered by any muscular tautness or strain.

Since breath control is such an important part of the singer's apparatus, it is no wonder that innumerable writers have written about it. In fact, *Bel Canto*, Classic is the example of the singer rebounding on the floor while a pile of books is placed on his or her chest which is to be raised by inhalation. Pushing against a piano while singing, so that with each breath the abdomen is forced against the hard surface, is another. Far from developing breath control, or strengthening the lungs, such routines as these merely vex the pupil, and may in certain instances create detrimental strain.

Not much better are the various theories of conscious breath control, urging the pupil to push out the abdomen and contract the muscles and the lower back, flatten the abdomen and push out the diaphragm, breathe from the stomach, take "collar bone" or "sniff" breaths. The singer, poised and free, cannot be thinking of his song and also of the muscular contractions of various parts of his body, and yet that is what all of these theories demand. After all, people have been breathing since time began, and it is ridiculous to assume that most people do not know how to do it.

Avoid Vocal Gymnastics

Breath control can be achieved, on the contrary, in a very simple manner. Merely drawing in the breath naturally, and letting it out slowly, past the tongue, the breath, is the way it can be done. Certainly the breath should never be held, for tightness, stiffness, and contraction are the result. When there is a succession of long phrases, the way to apportion your breath to the demands of the song is not, as some advocate, taking long-drawn breaths and letting out just a little air each phrase. Much simpler still, just a little air is the plan of drawing in shallow breaths at such a time, which can be taken in more quickly and without disrupting the flow of tone.

No voice can be "placed" by such a method as singing with the head bent over, or blowing upon a visiting card. (Continued on Page 132)

THE HARPSICHORD OF MOUNT VERNON is a much traveled instrument. It was brought by wagon to the London docks and thence across stormy seas in a sailing vessel to the docks of Philadelphia, to be hauled again by the executive mansion of President Washington. It arrived in time for Christmas in the year, 1793.

Of the family gathered about to admire its beauty, the President and his lady, Martha Custis, the young men secretaries and the adopted son, George Washington Parke Custis, perhaps none was so delighted as Nelly Custis, the beloved granddaughter and adopted daughter of the President, now in her thirteenth year.

Nelly had been taught music from childhood on the London spinet owned by her aunt, Martha Parke Custis; which was very small and very thin in tone compared with this elegant new instrument. For, although its strings were still plucked after the fashion of the virginal and the spinet, yet with what new brilliance and power of tone!

How Nelly must have admired the beautiful harp-shaped box of mahogany, inset with rosewood and light maple in floral sprays of leaf and vine. She must have marveled, too, at its double keyboard with ivory naturals and ebony sharps.

Since she must have tried out its six stops. Those on the right side were marked *Blank*, *First Unison*, *Second Unison*, while on the left side she could produce an octave, a lute and harp tones. How different now her old music sounded: the Mozart minnets to which her stately grandparents loved to dance, the Haydn and the Handel tunes, the stirring military marches composed for her grandfather as General-in-Chief of the Colonial army. And the harpsichord had two pedals. With the left one she could produce a combination sound of unison and lute; while the right pedal made a great swell and crescendo by lifting a hinged portion of the top.

She must have loved her practicing in music now. Indeed, Nelly took music lessons from childhood to the time of her marriage. On the London spinet in Mount Vernon and New York; on the new harpsichord in Philadelphia and Mount Vernon.

For, after the President's work for his country was ended and he retired to Mount Vernon, the harpsichord made its second journey by wagon and by boat up the Potomac, to the music room of the Mansion House.

Washington mentions it in his diary for January 8th, 1798:

"Mr. Marshall, *musick* master, came here, and Nelly Custis's *Harpsichord* and returned after dinner." (Probably to Alexandria, Virginia, the nearest town, ten miles away.)

Again on December 19th of the same year: "Paid Mr. Thomas Tracy—*Musick* master—on account of Miss Custis for the month in full, \$32."

And when he returned from a trip to Philadelphia before Christmas of that year, 1798, he notes that he spent:

"For Miss Custis's Books, *Points* & *Musick*—\$25.25."

As for the instrument itself, we are told that it cost one thousand dollars, to which must be added an extra twenty-seven dollars and thirty-four cents for duty paid to the collector of the

port of Philadelphia. It was made by a famous English firm and bore its name proudly on the name board, on an inlaid porcelain oval:

Longman & Broderip

Musical Instruments Makers

No. 26 Cheapside & No. 13 Haymarket

London

Although Washington always referred to this instrument as belonging to his adopted daughter, yet it was not actually hers until the night of her wedding to Washington's nephew, Lawrence Lewis, on Washington's own birthday, his last, February 22nd, 1799.

If Nelly could give him a gift of this wedding, then surely he could give her a gift of this harpsichord. She must now consider it her very own. Accordingly, when her new home was built on a windy hilltop overlooking the sight of Mount Vernon, the harpsichord journeyed again by wagon to her own drawing-room. And now not only Nelly's fingers, but those of her little daughter, Frances, touched the ivory and ebony keys.

So the harpsichord lived on, the center of family life at Woodlawn, until Nelly and her children and her children's children had no further use for it. At last, in 1899, when Mount Vernon, emptied of all its possessions, was again to be restored, it was this same harpsichord that came riding back home—the first piece of furniture to be given to the beloved old Mansion House.

What matter if it has been entirely superseded by the piano? No modern piano in our land is so honored as this same beautiful harpsichord, now nearly a century and one half old.

A Many-Sided Drill

from one of Czerny's Studies

By Annette M. Lingelbach

The following measures from Czerny's No. 79, Book One of "Selected Czerny Studies," as arranged by Liebling, provide excellent practice in scale work, smooth connection of double notes, easy agility in changing the finger on the same key, and the combination playing of *staccato* and sustained notes.



It also insures a graceful hand position, and strengthens the thumb in holding sustained notes. It should be played daily in the major and minor scales.

"Carrying" the Arpeggio Finger

There are a great number of occasions when arpeggio playing may be used to advantage, as, for instance, in accompaniments when delicate smoothness and precision are required to produce an agreeable effect. And again in those compositions where the melody is sustained and covered and backward arpeggio motions the attacking finger must be carried to position over its key on the shoulder; the supporting finger by action chiefly from the flexed to preserve steadiness, thus the proper relation of the hands to the keys is preserved. Leland J. Berry in the *London Musical Standard*

Barrel Organs in History

By Harold Helman

FOR A GREAT NUMBER of years the cylinder has played an important part in our public music making, and probably the oldest type is the barrel-organ proper, so often confused with the barrel played piano. Both are manipulated in the same way—by a rotary handle. This handle turns a wooden cylinder in which are set metal pins, actuating on trigger-like keys. These keys open valves under the organ pipes. The pianos have a simply constructed metal cylinder, with small projecting pins which depress a crank and cause the connected hammer to strike the string, after the manner of the old cottage piano. A

In the early days a great number of these instruments were made in the Black Forest, and used principally by itinerant beggars.

Cylinders are pinned to play eight or ten tunes. This pinning is difficult work, quite an art in itself.

A small organ of this type was built for St. Mary's Church, Bedford, about 1804. It had one set of keys and a barrel pinned for ten psalm tunes. Another small organ with one keyboard was in use until 1910, or perhaps later, in a village church in Montenegro. There were six stops, but the delightful part of this instrument was that it could be converted into a barrel organ at will. Six cylinders were provided, and each was pinned to play about ten hymns or chants.

At Lawshall, a tiny Suffolk village, barrel organs and pianos are sold, repaired and let out on hire by an up to date firm who specialize in these instruments. Originally founded by the rector of the parish, who has for a great number of years made a hobby of these mechanical instruments, the work is done by old choir boys,

thus forming quite a useful industry for the villagers. On these instruments all types of music are provided, from the popular songs of the gay 'thirties and 'nineties to the more well known tunes of the present day.

Automatic cabinet players also are made, and many of these machines are placed in inns and restaurants, a penny in the slot starting up the merry tune. Landlords who allow such instruments on their premises are usually allowed one quarter of the total earnings. Thus is the association of the tankard and music triumphantly vindicated.

Great musicians have composed for the barrel organ. Although not generally known, Handel (1685-1759) is said to have written for it. Mozart wrote two magnificent Fantasias for "the mechanical organ." There were likewise barrel performances of some of the works by Cherubini (1761-1842).

To-day there are many examples of organs played with the assistance of the cylinder, but the paper roll has taken the place of the pinned barrel. In action these are similar to the working of the player piano.

One of the finest examples of a large organ played by mechanical means is the beautiful Willis instrument at Blenheim Palace, the residence of the Duke of Marlborough. This instrument has four manuals or keyboards, and can be played in the usual way by any skilled performer. In 1931, however, the Duke had player mechanism fitted. This player consists of a separate and independent console which is some forty feet from the organ.



CHURCH BARREL ORGAN

(Left) Front view. Note absence of keyboard. (Right) Back view showing barrel handle, and crank.

spring then releases the hammer and causes it to fall back to its normal position as soon as the pin leaves the crank.

These barrel organs and pianos do not flourish to the extent they did some years ago.

Barrel organs were first introduced in the eighteenth century, and some have been used in churches until quite recent years. The original idea of their introduction was to displace the village fiddlers and other orchestral players who made music, high up in the west galleries of country churches.

It is possible that the barrel organ was first used in large residences, where they were considered a luxury, before they were put to ecclesiastical purpose. They contained as many as six or eight stops, or ranks of pipes.

During the eighteenth century these organs enjoyed great popularity in France, where many of them were much larger than those found in this country. In some cases they could be played also by hand on a keyboard, as well as by the barrel, thus displaying the highest form of hospitality for the visiting musician.

Tone Quality of Organ Stops

By Everett E. Truette

IT IS OFTEN SUPPOSED that the tone quality of certain organ stops is controlled solely by the organ builder and the voicer. While this is largely true, other conditions often-times exert a surprising influence on the tone quality of certain soft stops and combinations. The size, shape, and character of the organ chamber (or space) if the organ is not located in a chamber, the presence and amount of reverberation (echo) in the church or hall, or in that portion of the church or hall where the organ is located, the maximum height of the church or hall; all these conditions exert much influence on certain soft stops and combinations.

We give a few specific illustrations of the above points. A number of years ago an old tracker-action organ in one of the Boston churches contained a Stopped Diapason in the choir organ, which, combined with a slow tremolo, produced a most haunting quality of tone. Two measures of a melody or of harmony played on that stop would silence the rustle of a congregation and create an effect never to be forgotten. The organ was rebuilt and modernized with electric action. The pipes of this stop were cleaned and placed in the same department of the rebuilt organ as before, but the location and rearrangement of the interior of the

organ had forever destroyed the influence which made the tone of that stop so beautiful and haunting.

A Charming Musette

Another church, a few miles outside of Boston, had a Musette in the choir organ which was located in the gallery, at the opposite end of the church from the main organ. This stop had the most beautiful tone quality. One of the larger Boston churches ordered a large organ from the same builder who built the first mentioned organ, and it was particularly specified that the Musette must be a perfect reproduction of the one in the east of town church. The organ builder and voicer constructed and voiced the pipes of the new stop as nearly like those of the stop in the east of town church as human ability could achieve. Alas! The location of the pipes of the Musette in the Boston church, confined in a chamber outside of the main auditorium, was such that the tone quality had only a slight resemblance to that desired and so much admired in the east of town church.

The old Boston Music Hall organ contained a stop in the choir organ which always commanded attention and admiration; namely, the Fifths. This stop had two ranks of pipes; one rank of 8 ft. stopped wooden pipes and the other rank of open metal pipes of four foot pitch. Both ranks produced flute tone. The four foot rank was tuned sharp to produce a wave and this wave was increased by (Continued on Page 124)

ORGAN

Thirteenth Chord

Q. A friend has told me of a thirteenth chord he had heard but which he could not play for me. I have been unable to find any information concerning thirteenth chords, and anything you can tell me about them will be appreciated.—C. B. T.

A. Thirteenth chords, like seventh and ninth, may be formed by merely adding successive thirds upon one another. Thus a chord of the thirteenth on C would be C-E-G-B-D-F-A. This chord can be regarded either as a harmonic structure containing every tone of the C major scale, or as a combination of tonic (C-E-G) and dominant ninth (G-B-D-F-A) harmonies.

Ordinarily, this chord would follow the key signature of the composition, but modern composers add many chromatic accidentals, according to various systems of chord construction. Certain composers have built chords according to the "harmonics" or "overtones" of a given fundamental tone. The overtones of C are:



Using this as the basis, a thirteenth chord on C would read C-E-G-B-flat-B-natural-D-sharp-A-flat, and such a formidable chord as the following might well stem from this source:



Perhaps it is some such chord as this that your friend has heard. Constructing chords on overtones is, however, only one of a rather large number of systems employed by modern composers, and if you are interested in this problem you will enjoy reading and studying the book "Modern Harmony" by A. B. Ruhl.

A Beginner at Sixty-Five

Q. I have a pupil sixty-five years of age whose fingers are actually too stiff to play anything but the slowest of tempo, and since he is a beginner and desires to know everything else to be able to "play a little" and to read a little, I have thought it best not to give him any exercises or studies but to start him immediately on the simple tunes and hymns he wishes to learn. Do you agree with this?

A. Another pupil, about fifty, has always been afflicted with obesity. His fingers are constantly too large to place between black keys. I am at a loss to find any suitable material at all on white keys and minor titles such as *Chasing Butterflies*, or worse, *John's Lullaby*, which obviously will not do for him. I have inquired for such cases do you approve of simplifying portions of classical music (which I have always disliked)?

I thank you for your attention and will hope to see your answer in *THE ETUDE*. I always read your page and find your answers most interesting and stimulating.—L. M.

A. 1. Yes, I should begin with simple material of the hymn-book type, but for the sake of variety I advise you to use folk songs and other simple but harmonious melodies. He will probably never get to the point where he can play music with quick runs and arpeggios, so why burden him with exercises that he is inclined to prepare him for such music? I tend to prepare him for such music? After all, a person may derive great sat-

Questions and Answers

A Music Information Service

Conducted By

Karl W. Gehrken's

Professor of School Music,
Oberlin College

Musical Editor, Webster's New
International Dictionary

isfaction from being able to play even simple, slow-moving music.

2. This is a much more serious problem and although I too dislike simplifications of the classics, yet in this case their use would seem to be justified. But examine each arrangement carefully and discard those that do too much violence to the original.

Does the Trill Begin with the Principal Note or the Note Above?

Q. Will you kindly write out the seventh measure of Chopin's Nocturne Op. 9, No. 2?—Miss M. J. B.

A. I take it for granted that it is the trill that bothers you. Some players start this trill with the principal note, while others begin with the note above, as shown in the two examples below. I be-



lieve most players to-day would prefer this trill played as marked in Example A. It is, however, still a matter of opinion.

Relative Value of Tempo Indications

Q. First—we have the tempos, *Moderato*, *Allargato*, *Allargando*, *Presto*, *Adagio*, *Largo*, *Andante*, *Adorabile*, *Servilente*. About how rapid beats does each one of these tempos be given?—A. J. Z.

A. These Italian expressions are not

No positive will be answered in *THE ETUDE* which, accompanied by the full name and address of the inquirer. Only initials, or pseudonyms given, will be published.

really tempo terms at all, but, for the most part, indications of speed. For this reason it is impossible to assign a definite metronomic marking to any one of them. *Grave*, for example, means "grave," *adagio* means "at ease," and *largo* means "broad"; but there is considerable difference of opinion among musical authorities as to which one indicates the slowest tempo. In the time of Clementi most musicians considered *adagio* to indicate the slowest tempo, then *grave*, and next *largo*. But in more modern works *largo* is often considered to indicate the slowest tempo, *grave* coming next and *adagio* third.

Allargando means cheerful and it therefore indicates a fairly quick tempo, but *andante* means literally "walking" and frequently there is not so great a difference in actual tempo between the two. The Maestri metronome has the following markings: *Largo* 40-48; *Larghetto* 50-56; *Adagio* 60-72; *Andante* 72-84; *Allargato* 125-135; *Presto* 125-140. But what of *Larghissimo* and *Adiosissimo* at one extreme, and *Prestissimo* and *Prestatissimo* at the other? The answer is that we must determine the tempo of any particular composition by various means—of which the metronome is only one, the others being tradition, personal judgment, and the "feel" of the music.

Tempo of Various Works

Q. 1. What is the tempo of Mendelssohn's *Capriccio Brillante*?
2. What is the tempo of Mozart's "Concerto in G Major"?
3. What is the tempo of Tchaikovsky's "Concerto in B-flat minor"? Please tell tempo of each change.—E. K. A.

A. 1. Mendelssohn *Capriccio Brillante* about $\text{♩} = 60$ for the *Andante*, and $\text{♩} = 132$ for the *Allargato con fuoco*.
2. Mozart "Concerto" about $\text{♩} = 138$.
3. Tchaikovsky *Concerto*: First Movement.

Allargato non troppo maestoso $\text{♩} = 98$
Allargato con spirito $\text{♩} = 140$
Poco meno mosso $\text{♩} = 126$

Second Movement.
Andante semplice $\text{♩} = 120$

Third Movement.
Allargato con fuoco $\text{♩} = 150$

These metronome markings must be considered merely approximate.

Musical Terms—What Do They Mean?

Q. 1. Please give me the meaning of the following terms: a. *poco allegretto*; b. *crescendo*; c. *allargando*.
2. (a) Is the accompaniment in the following measure from *Allargato di Quartetto*, by Grandioso, played in triplets or "two's"?
(b) In the last run of the piece should the horns be played together or one after the other?



2. (a) Please give me the tempo of *Waltz of the Will* from "Thalassendental Studies."
(b) Could the double-alterns on page two be played with the triplet? It seems impossible to do them with the fingers alone.—Mrs. E. G. P.

1. (a) Hurrying a little. (An abbreviation of *poco a frettando*.)
(b) I can find no such term. Are you sure you spelled it correctly?

(c) Broader, that is—slower and louder.

(d) (a) Since the melody in this measure has two eighth notes to the beat, you could hardly make the accompaniment sound anything but triplet no matter how you played them. I think this also answers your other question.

(b) They are played "one after the other."

(c) (a) M.M. $\text{♩} = 138$. This is a pretty fast tempo, but do the best you can. They could be, but I am afraid it would take a small *Livingstone* to do it. They should be played lightly with the fingers, hand quiet, and action from the knuckles. Here are two ways in which you might do this passage.



It is better to make a good effect that way than to bad one the other. I rather think the second example (b) is the better one.



The John Adams High School Orchestra of Cleveland

Instrumental Music at John Adams High School

By Amos G. Wesler

Foreword:

On many occasions in this department we have touched upon the splendid strides which have been made in our country in instrumental music education. Music educators can be justifiably proud of the progress which has been made. But more than the mere systems and methods leading to such advance is the importance of the human side.

At the Music Educators' Conferences in New York, 1936, in Detroit, 1939, and at Los Angeles, 1940, there appeared a high school orchestra that won national recognition for high standards of performance and musicianship. This group was from the John Adams High School in Cleveland. The young people who comprised this organization were united by the common bonds of music; they epitomized young, musical America.

The following article by their conductor and mentor tells all about this group: its make-up, its methods, its schedules, its aims. I believe that the facts given will be of great interest because they are so representative of the American way of living and acting. Perhaps we shall see mirrored in Mr. Wesler's statistics those characteristics of tolerance and understanding which give our nation vitality and strength.

William D. Revelli

Editor of the Band
and Orchestra Department

and Music. Approximately thirty-three hundred pupils were enrolled in the school this past year, and six hundred and thirty-two were in the class graduated last June. A realization of the cosmopolitan nature of this school may be had through the fact that from sixty to seventy per cent of the parents of these children are foreign born.

Economically, most of the parents fit into the lower or middle income brackets, although approximately fifty per cent own their homes. A fairly clear idea of the parent nationalities represented in the school is revealed by the percentages of lineal extraction of the orchestra's personnel for the last school semester. Figures show that these young people are:

35.4% Jewish	2.5% Czech
15.3% Italian	2.5% Polish
12.6% Bohemian	2.4% Slovak
6.3% German	1.3% Dutch
5.1% Hungarian	1.3% Greek
3.8% English	1.3% Lithuanian
3.8% Negro	1.3% Russian
3.8% Welsh	1.3% Scotch

And if one were to tour the part of the city in which the school is located, one would find sections whose mold is constant, but whose separate

character is typically Jewish, Italian, Hungarian, Greek, Polish, Bohemian, and English-American. It may be that this is characteristic of large industrial cities of our land, and similar high schools in similar environments have the same sort of mixed personnel as indicated in the figures above.

Even though sixty to seventy per cent of the parents are foreign born, the children show very little trace of European national traditions and customs. Their behavior is truly American, and one can find the older generation wanting the younger to belong to the new pattern.

The John Adams School is established for the handling of the three final high school years: grades ten, eleven and twelve. The Junior high schools are the source of pupils, and John Adams draws from three such schools which have been responsible for grades seven, eight and nine, from two others who handle grades one to nine inclusive. The students of these Junior high schools may choose one of three high schools to attend, depending on the nature of the courses they wish to pursue. One of the three is a technical school for boys, the second is a commercial school, and John Adams has the status of an academic school, including preparatory courses.

But our concern is with the music department of our school and its organization. The chairman of the department is the assistant principal of the school, and three teachers handle the work of music education. Acting in an administrative capacity from the school headquarters are two men: one the director of school music, and the other the supervisor of instrumental music for both Junior and Senior high schools. Of the three teachers, one handles vocal music, one music theory, while the other has charge of instrumental music. In this instance the instrumental music supervisor and teacher is allowed four student assistants, who are paid by the Board of Education and who assist in the clerical, storeroom, and library duties. This plan is followed in most of the senior high schools of Cleveland, and has been very effective.

Enrollment in music subjects for the past semester totalled seven hundred and thirty-one pupils, who pursued various music subjects to a total enrollment

in courses of nine hundred and twenty-two. The subjects may be listed and explained as follows:

Advanced Theory and Composition		A*	
Band	B	2	sections
Choral Club	B	3	sections
Conducting	B	1	section
Glee Club	C	3	sections
Harmony	A	2	sections
Music Appreciation and Music History	B	1	section
Piano Ensemble	B	1	section
Symphony Orchestra	B	1	section
Voice Culture	B	2	sections

*Capital letters A, B, C indicate credits as follows:

- A. Always ten points per semester.
- C. Always three points per semester.
- B. The pupil may carry any subject as a minor, earning three points of credit per semester.



Amos G. Wesler, Conductor

BAND and ORCHESTRA
Edited by William O. Revelli

Any two B subjects may be taken concurrently to count as a major, earning ten points of credit per semester.

No music credit is required for graduation from the high school.

At present, pupils of John Adams High School, specializing in music, may offer a maximum of one hundred and twenty credit points in music toward graduation. (The minimum requirement for graduation is a total of three hundred and thirty-five points in all subjects, eighty-five of which may be earned in the ninth grade in Junior high school.)

Turning to the band and orchestra, the latter organization was the first to develop, and was the first to achieve honors in various contests. In the past five years the band has grown sufficiently to be on a par with the orchestra, and the whole instrumental music program has grown in scope and function.

The foregoing has been somewhat an impersonal statement, a background on which the writer may proceed from the more personal point of view. My appointment to teach at John Adams High School came in 1928, and at that time the enrollment in orchestra was about fifty, in the band about fifteen. The instrumentation of the orchestra was somewhat inadequate, as most of the members were playing violins. It was decided to enlarge this unit by purchasing the required string instruments, and no attempt was made to decrease the number of playing violins, as it is felt that in any case the violin is a very important asset to any symphonic orchestra. There has been, however, a natural decline in the number of students playing violins, to the extent that lately it has been difficult to get more than thirty violin players for the orchestra, a result, I believe, of existing conditions. Consequently, we went out the country during the past ten years, and of the phenomenal growth and interest in the instruments and organization of bands.

The use of questionnaires is very helpful to the instrumental teacher, just as it is of great utilitarian value to various organizations. A teacher should not hesitate to use this source of information, especially if he is concerned with the effect of his policies. There is the additional advantage of eliciting personal comment from those who fill out the questionnaires, and one can gauge the extent of sentiment on certain policies as well as receive welcome suggestions. I was interested in knowing how long our orchestra students had been in their instruments, and in discovering what the schools are doing to stimulate these young people to make music. Out of eighty-three pupils, here are some interesting facts:

Chart I: Length of time spent upon instruments.
Number of members: 0 0 5 13 15 9 17 2 3
Number of years: 1 2 3 4 5 6 7 8
Also:

54 members had started to play instruments through school motivation.

39 members had started to play instruments through home motivation.

Of the 39 members who started to play through home influence, 18 were violin or viola players.

Chart II: School Grade in which pupils started to play.

Grade: 1 2 3 4 5 6 7 8 9 10 11 12
No. of members: 0 0 5 3 12 12 21 18 8 4 2

Thus we can see that the greatest number of pupils had been playing instruments from three to six years, and that they started mostly in the sixth, seventh and eighth grades. I found also that between seventy (Continued on Page 129)

A New Padless Saxophone

It is reported that an entirely new principle of saxophone construction based on a tone boosting device has been perfected. Tests indicate that this padless saxophone is 100% more airtight than conventional types. Chief advantages claimed are a definitely better feel in the hands, increased ease of playing, greater resonance, and more brilliant tone. Professional musicians who have participated in a number of "blindfold" comparison tests of the new padless, reedless and reedless instruments have expressed overwhelming preference for the saxophone with tone boosters. It is said to be easier blowing, especially in the lower register, and to give more freedom of tone with a more definite articulation between notes. The device was developed in the laboratories of the well known manufacturers of musical instruments, H. and A. Selmer, Inc. of Elkhart, Indiana.

Mental Stimulants for Musicians

By Jennie F. W. Johnson

To be Successful is:

To have an adventurous spirit and an eager, exploring mind.

To have courage to face the life of your day with a feeling of opportunity and privilege.

To approach your work with a wisdomness and the realization that the world is irrevocable.

To work for the kind of maturity that enables you to face truth and reality.

To attune yourself to the truth, beauty, goodness and love that are the irrefutable facts of God's universe.

To have faith that the tragedy of life is the tyranny of trivial things.

Let us strive then for the high, important, necessary things in life and remember, "It is for service we are here, not for a throne." The greatest need in the world to-day is unselfish service. The greatest characters of history were those who served mankind most. They are called Teachers, Prophets, and Saviours of the world.

The real value of service is not computed by the kind of position you hold, but by the kind of thinking you put into your position. The very best angle from which to approach any problem is the *trip-angle*.

We are all channels for service, members of a great scheme of the good of the whole, and not just for ourselves alone. The service of one is as great as that of another and just as needed.

Ability to serve is valuable to succeed. To climb is not difficult; it needs only well directed application.

How busy is not so important as *Why* busy. The bee is congratulated; the mosquito swatted.

Only the good is true. If we are to be successful, we must concentrate our thought upon the good in each other. Successful people are good mixers; they mix a high quality of brains with tireless energy.

The more you do for others, the more you get done. Thoreau said: "Be not simply good, be good for something."

Lotze coined the phrase: "To be, is to be in relation to others."

Our lives are closely intertwined with the existence of others; nearly all our achievements and endeavors are related to others. The food we eat, the clothes we wear, even our knowledge and beliefs, come to us largely from others, the Home, the Club, the Community, and the Nation

The game of life is the best game of all, and those who play it most successfully are friendly, helpful, inspiring human beings.

Plan your work, and then work your plan. While doing this, turn despair into repair by smiling at discouragements, and remember that the best thing to do on life's highway is to work with the construction gang and not with the wrecking crew.

Use for a motto, the words of Joseph Fort Newton: "We are agreed to disagree; we are resolved to love; we are united to serve; adding to the practice of toleration, the grace of appreciation."

A Cure for Stage Fright

By Mrs. Harry S. Miller

The writer is the wife of a singer. In his public and radio appearances he is usually in a highly nervous state. He knows his songs thoroughly yet he worries over this or that detail: lest he may not start at the proper moment with his accompanist, lest his throat may be dry, or the reverse, his mouth may be full of saliva, or lest he may have to swallow at the wrong time.

In the hope that it will aid others similarly afflicted, we relate one incident that nearly caused his downfall, but which taught him a lesson. He was to sing over the radio, and at the first rehearsal in the studio, he became nervous and had to swallow, causing a noticeable gap of silence. The second rehearsal followed immediately, at which time the artists were heard only by the staff who were listening elsewhere; and again he was seized with nervousness and had to swallow. By that time, I did not wish to be in that studio any longer, so I went into the ante-room where the broadcast could be heard and where my worrying could be done in solitude. When my voice came over the air, much to my surprise, his voice came over calm, sure and clear. It was difficult to believe that it was the same voice.

When I went back into the studio where he was being congratulated, I at once asked, "How did you do it?"

He smiled a bit ashamedly and answered, "You were worried, weren't you? Well, at the two rehearsals I knew I was being judged so of course I tried my very best and became self-conscious and nervous. The third time, a funny thought came to mind. I felt that this would be the last time on the air for me, so I decided that those two minutes were mine whether I made good or not; so I simply let myself go and sang as if I did not care. Of course, I knew my song was well prepared, and my nerves were my worst enemy, they could not bother me while I was in the frame of mind."

So, the writer is obvious. Do all worrying in your own living room, practicing over and over again until you are perfect. Try your best at each rehearsal at home. If you are a singer, be thoroughly learned, you will be strengthened by this confidence. So at the concert hall or studio, know you have the assurance that it will come to you when you are performing. And when on just as if you were in your own practice room.

"Even a small talent developed along its own lines is best. Therefore young people should have courage, for only in that way will they trust themselves to be creative artists."—Leopold Godowsky

Violinists, Fiddlers and Then?

By Henry Morton McGohan

RADIO LISTENERS SOON LEARN to recognize four kinds of violin players: the concert violinist, the orchestra violinist, the swing fiddler, and the old time (country dance) fiddler. "What are the differences between them?" A very natural question.

The concert violinist is, of course, the peer of them all. He plays the violin classics, according to the best schools of the violinist's art, interpreting them as well as, and in some cases better than, the musicians who composed them would

accent here and there in the best reels and hornpipes.

Some of the best "old time fiddlers" do not know one note from another and pay no attention whatever to correct position either of the body or the instrument. Yet many of them possess an exceedingly supple bow arm. The main reason for this is that few of them use more than two fingers and thumb in holding the bow; and their forearm and shoulder are employed in making a circle which would be unthinkable in correct violin playing. In most cases the tone is smooth but very thin and weak. That accounts for the little tone through a microphone; hence the "old time fiddler" occupies a place to-day that he might never have reached were it not for the development of radio broadcasting.

Yet there is one thing in which the "old time fiddler" fails, even on the radio: the long bow. Few of them can play a slow melody with that lovely quality of tone so marked and distinct in the playing of a professional violinist. And yet a violinist cannot play in a fiddling style either, because the methods employed are impossible in correct execution.

Each style of playing seems to fill a place, and it is only a matter of individual taste, among radio listeners, which program they will tune in. Nevertheless, the radio is one of mankind's greatest blessings and constantly changes human

thought and endeavor. By its invention folk songs, ballads, fiddle tunes and legends, all have been rejuvenated from a remote past. Literary geniuses should make some of these old tales a matter of permanent record. Violinists and com-



THE MODERN CONCERT VIOLINIST

Jascha Heifetz in his famous picture "They Shall Have Music."

have been able to do. His technique consists of perfect intonation in all positions on the violin, of double stops, natural and artificial harmonics, and of intricate bowings—all entirely "Low Dutch" to the musical layman.

The orchestra violinist, likewise, has considerable training but is not called upon to display quite so much skill except in the concertmaster's scores of classical symphonies. Nothing short of a master can interpret the difficult solos in those scores correctly. In orchestra playing the violinist plays under the supervision of a director, who interprets the musical masterpieces from a conductor's score. The concertmaster enjoys certain special privileges, including occasional appearances as soloist, conducting rehearsals and perhaps a concert if the regular conductor is ill and there is no official assistant conductor. He also marks any special phrasings for the players of stringed instruments and any unusual points in technique.

The Swing Fiddler, while he may have considerable musical training, specializes on the modern swing rhythms until, except in rare instances, he generally becomes fit for no other kind of playing. It is an undeniable fact that the steady playing of swing or jazz, both of which are at considerable variance with the classical school, will in time destroy a person's love and understanding of the best in music.

Last but, at this age, not the least, we come to the "old time" fiddler. He is in a class by himself, and perhaps the most original. If his repertoire is almost entirely traditional, and he plays to suit himself, his music and methods of playing are typically American, with an English



OLD TIME FIDDLER

Bob Burns surrounded by a group of characters in "Comin' Round the Mountain", the new musical picture.

posers would do well to select the best of our old-time music, and to play and score it in an artistic manner. A great deal of it is of Anglo-Saxon origin and dates back to remote antiquity and is worthy of professional notice.

Whole Tone Passages in Violin Playing

By Willard L. Groom

VIOLIN STUDENTS who are determined to equip themselves with ample technique so that they may negotiate the intricate passages of modern music are aware of the importance of the whole tone mode. These players recognize the various types of technical accomplishment which are necessary in order to function as a modern concert artist or orchestral musician.

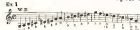
In order to be able to play readily the melodies and orchestral violin passages of such writers as Schönberg, Klenek, Berg, Stravinsky, Milhaud, Hindemith, and all composers who regard each note as an independent acoustical fact, it is mandatory that the violinist conquer the technical demands of the composers who wrote in a more gently dissonant vein, such as Debussy, Ravel, Loeffler, Carpenter, and D'Indy.

The whole tone scale was used before the time of Debussy, but it was he who made a definite issue out of it, and his followers exploited it to very fine advantage. It is not an overstatement

to say that without a solid grounding in the whole tone scale and passage playing, it is impossible to render the works of those who are popularly called "modern" composers.

There are two whole tone scales, the first of which can be begun on any note, and the second of which must be begun one half step higher.

For the purpose of illustration we shall begin the first whole tone scale on the open G string.



In practicing this scale, the player should use whole bows at first, and mentally decide upon the pitch of the next tone before playing it. This will require keen concentration and will do much for the ear of the player. An exercise such as the following can prove beneficial, because each group can be called, mentally, do-re-mi.

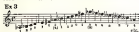


At this point the other whole tone scale beginning on A-flat could be studied in the same

VIOLIN

Edited by Robert Braine

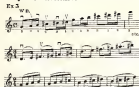
manner, whole bows, the mind preceding the bow and deciding on the pitch of the next tone before the sound is made.



Then Exercise 2 could be transposed to this key.



The utmost care should be exercised so that intonation will not suffer as the student picks up a little speed in these studies, and also as they are practiced with different rhythms and bowings. These latter should be done in order to give facility. For instance



The student should invent many ingenious combinations of rhythms and bowings for whole tone scales and exercises. And always during the practice of these he should remember "all is worthless and futile unless the intonation is perfect."

Now it is time for the student to advance into the practice of many passages which are written in the whole tone mode and which will sound practically atonal to him. These passages, a few of which are shown here, will give him a facility for playing many modern compositions which embody this type of formula: broken chords, sequences, melodic intervals, and so on. Each study may be transposed to the other whole tone scale and extended.



After having practiced these studies in various rhythms, and different styles of bowing, all with the finest attention to intonation, the student should write and practice a large number of passages in the whole tone mode in order to gain the necessary facility.

It is then advisable to begin with compositions which are moderately dissonant and which make use of the whole tone mode, such as Czerwonka's *Harlequin* and *Pourquoi*, and Cyril

Scott's *Elegie* and *Romance*, after which more advanced works can be attempted.

In connection with the daily drill on scales and arpeggi in the major and minor modes, the additional work in the whole tone mode can be added; which, together with a good command of the chromatic scale and the ability to play notes tonally as printed, without depending upon their simple relationship to each other or to the key, all this should make the player well able to play modern works easily and pleasantly in tune.

Some people are very fond of dissonance and of the whole tone mode ingeniously used. But one of the strongest characteristics of modern music is that it must be rendered with absolute sureness and confidence. In dissonant passages, any garbling, stumbling or questionable intonation has the immediate effect of breaking down the interest of the public; they cannot be sure of the performer, and cannot tell whether the dissonances are actually true or merely wrong notes. It is therefore evident that many of the subtle and delicate beauties in modern violin solos will be enjoyed by the music loving public if they are played frequently by those students who develop this particular type of craftsmanship.

Violin students who work closely with companions, playing duets and other ensemble music, would do well to write down "hard chestnuts" in the form of studies, and to exchange them for those written by other students. The studies could be eight, twelve, or sixteen measures in length, and may exploit the use of whole tone, multi rhythm, and tonal independence. Several examples are shown here.



While we find it easier to play the results of our own invention, conversely it is better practice to try to conquer the difficult concoctions of others. This activity would be a keen stimulation for aught reading and would accomplish a result similar to that which is achieved by pianists in their study of Ernst Toch's graded books.

Technic for the Half Hour

By Entola H. Nielsen

Teachers are constantly confronted with the problem of crowding the necessary scales, arpeggios and five-finger exercises into the half hour allotted to the music lesson. One remedy is to give technic and theory during the class lesson; but there are many students who either lack the opportunity or do not care to enroll for class work.

As a warming-up exercise, a procedure which often meets with approval is to alternate the scales in the "Circle of Fifths" and the "Circle of Fourths." The given major scale should be played in two or three octaves, followed by the arpeggio and the cadences of the key.

This plan is possible only with the more advanced, for the beginner needs gradual preparation for this routine. This may require extra

time on the teacher's part, but she will net "preferred dividends" in the improvement of the pupil's velocity.

Due to the structure of the hand, the fourth and fifth fingers are the weakest. A short cut for exercising and strengthening these fingers is to play the scales in contrary motion, repeating the fourth and fifth fingers several times before completing the scale.



This is a very simple exercise but, practiced carefully, it will do wonders in developing strength in the two weak fingers.

Common Difficulties and Their Cure

By Harold Myning

A common difficulty in piano playing is that of playing a smooth four octave scale without breaks. Often piano students play four octave scales over and over and still they are not able to conquer that certain jerkiness that is an enemy of beauty. An amazingly simple yet adequate remedy is to play a scale of two octaves; then go back an octave and play up the piano for two more octaves. Repeat the process until the four octaves are played. Now when you try the four octave scale you will find it goes much more smoothly.

Another exasperating difficulty is a tight hand. Of course by playing endless scales and finger exercises one largely overcomes this. But this all takes time, and "art is long." One of the easiest ways to put the hand into fine playing condition is to play a short double note exercise: first softly, then louder and again softly. Just a little of this sort of thing is all that is necessary. In fact too much is actually harmful and should be avoided.

A difficulty that causes trouble even for advanced students is playing in time, especially where the tempo is quick. Too often sixteenth notes are played like eighth. The sovereign cure for this problem is to play the passage backwards keeping, of course, to the same fingering.

Turning the thumb under the hand is always difficult, but many students, who can turn the thumb under the third finger smoothly, run into a snag when they attempt to turn the thumb under the fourth finger. This common difficulty can be conquered by moving the elbow out very slightly as the thumb goes under the fourth finger. With a little of this practice the student will find that he can turn the thumb under the fourth finger as smoothly as he turns it under the third hand is of course very important, for it occurs constantly in all pieces. It is impossible to play smoothly if this difficulty is not mastered.

Practical Hints for Training the Conductor

By
Nicolai Malko

As Told to Ludwig Wielich

Nicolai Andreievitch Malko, distinguished conductor and teacher, was born in Russia in 1883 and received his musical training at the St. Petersburg Conservatory under Rimsky-Korsakoff, Liadov, Glazunov and Tchecherepnin. Later he was sent to Munich to study with Motil. He became professor at the Leningrad Conservatory and in 1927 conductor of the Leningrad Philharmonic Orchestra.—Editor's Note.

MUSICIANS ARE OFTEN AMUSED by the musical blunders made by novelists. There is, for example, Ouida's famous allusion to "the violin Rubinstein played on"; and many readers of more modern fiction can recall glamorous heroines who thrilled their heroes by singing the *Eschereit* or other soprano songs in "deep contralto tones."

But in creating Svengali, the master musician and arch-villain of "Trilby," George Du Maurier touched a profound truth. Trilby, you remember, had a phenomenal voice but was tone deaf. By bringing her under hypnotic control, Svengali trained this voice and used it as a perfect instrument for the projection of his own interpretative ideas.

Faithfully as the story is in many details, Du Maurier has at least made clear a point that all virtuosos would do well to remember, that it takes two to make an effective musical bargain. Trilby and Svengali together produced a great singer because he had control of a voice that was outside his own throat and therefore subject to the same kind of "remote control" that a pianist has over the keyboard or a violinist has over his fiddle. When Trilby sang, Svengali, in the words of the author, "conducted her as if she were an orchestra all by herself."

The Conductor Emerges from Obscurity

To-day, the conductor, after going through a gradual process of evolution, is essentially a performing artist, playing on living instruments of flesh and blood. Once upon a time, it is true, he was merely a type of major-domo in the musical household. Someone had to prepare the musicians for their performance and treat time when they performed, and the job was tossed into the *koppelmeister's* lap. The business of holding the ensemble together was even carried on by a

leader who already had his hands literally full with a fiddle or keyed instrument. Often he became the director because he had composed the work to be heard and would presumably know better than anyone else how it should be played or sung. As a star artist he shone with a subdued light.

In his emergence to an eminence formerly monopolized by the *prima donna* or the Paganini-like virtuoso, the conductor has passed the stage where he was merely tolerated, where he took dictation from the soprano or the *primo tenore*. He is now the boss, and, whether we approve or disapprove of his rise to power, we are forced to evaluate his contribution to our musical culture. To do this we must first discover what makes him "tick", and then study the process by which his "ticking" becomes effectual.

No one will deny that the conductor must have certain traits in his make-up; but many, even among musicians who should know better, belittle the training necessary to the fruitful employment of these natural talents. An enquirer who asks, "How did So-and-so become a conductor?" may be told that So-and-so played a violin or other instrument in an orchestra, that he showed an aptitude for leadership and that, after an experimental period of probation and practice, he rose gradually from the obscurity of the ranks to the prominence of a recognized general.

Many such stories are unquestionably true. I have talked to renowned conductors who themselves rose to fame in just this way and who pooh-poohed the necessity of highly specialized training for their jobs. But the random success—one might almost say the accidental success—of such men is too exceptional to be taken as a criterion. We assume that a harpist or a violinist will apply himself to mastering the special technique needed in playing his particular instrument. Why, then, should we expect the conduc-

tor, playing on perhaps several hundred instruments simultaneously, to succeed without studying the special mechanics demanded by his position? Suppose he is a "natural", like a certain type of movie star, should he not have, at least, a working knowledge of the various instruments? Even the "natural" must memorize his lines.

Necessary Attributes to Successful Conductor

Wise teachers in schools of music watch young pupils very closely to see what they are capable of doing, as well as what they want to do. The boy who would like to become a pianist may not have the right kind of hand, but may possess an exceptional voice. A girl whose ear is especially sensitive to nuances of stringed tone is perhaps relatively deficient in her appreciation of tone that is produced by percussion or by blowing. In like manner, the peculiar attributes needed by the conductor may be detected among children and nurtured in the hope that some day the student may arrive in the conductorial field of music.

Someone may ask, "What are the peculiar attributes?" To which we answer, "Administrative, or executive, ability; the gift of personal magnetism; an ear that is responsive not only to the tones of all instruments and voices but to the most delicate shades of rhythm; the knack of teaching; facility in communicating ideas both to an orchestra and a chorus and to an audience; and natural quickness in physical and mental coordination." The last named is not the least important.

On the subject of teaching, it is extremely unwise to permit a pupil-conductor to practice conducting with an amateur or student orchestra. It is a case of the blind leading the blind and both falling into the ditch. The pupil-conductor needs an orchestra of professionals who know, as student players do not, how to respond to the beginner's efforts. Conversely, young musicians who are learning to play in an ensemble should be led by an expert and not confused by a novice.

After surveying the ground and adding up the requisite factors, we come back to the major premise, that there is no fundamental difference between the conductor and the pianist, the violinist, the French horn player or the singer. Every performance is found under analysis to consist of two parts:

1. The performer's capacity to transmute the language of his imagination into tone.
2. His skill in projecting (Continued on Page 132)



MALKO IN ACTION

Pirating Parnassus

Tune Borrowing in Tin Pan Alley

By Rose Heylbut

Miss Heylbut, whose name has appeared frequently in *The Etude*, was born in New York City. Her great-grandfather was attached to the Court of the last King of Hanover; and his father, in turn, was decorated at Waterloo under Blücher.

Miss Heylbut first studied piano with her mother and then entered the piano department of the Institute of Musical Art (now a part of the Juilliard School of Music) where she spent four years. She took the degree of Master of Arts and Doctor of Philosophy at Columbia University, when she was twenty-one years of age. Thereafter she had the appointments of University Scholar and University Fellow in Romance Languages. She lectured in French on the teaching staff of Columbia University for six years, and studied for some time in Berlin and Paris.

Miss Heylbut is a very prolific and gifted writer, whose work has appeared in many publications under several noms de plumes. She is an accomplished linguist, writing in German, French, Spanish, Italian, Dutch and Portuguese. She has done extensive work as foreign correspondent and free-lance journalist for *The Etude*, *The New York Times*, *The Sackbut* (London), *The Gamut* (Oxford University Press), *The North American Review*, *The American Magazine*, *Good Housekeeping*, *Pictorial Review*, *Liberty*, *The Musical Courier*, *The Mentor*, and others.

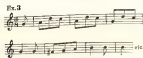
She is the author of two books: "Like Softest Music" and "Backstage at the Opera."

—EDITORIAL NOTE



MISS ROSE HEYLBUT

Also, the middle theme of *I Dreamt I Dwelt in Marble Halls* from Balfe's "The Bohemian Girl":



And that old-time favorite, Aunt Dinah's Quilting Party:



Very good. He now has his themes in order, and all he must do is arrange them in synopacted four-four time. Whereupon, he comes to a sudden stop. For, like Goldlocks in the fairy tale, he finds that someone has been there before him! Those four themes, neatly jointed and rhythmically smartened, have already gladdened the public ear as the very popular: Yes, *We Have no Bandaid*. There is the life story of one song success, and our young man will have to begin all over again. In which predicament he will not stand alone.

Not all bit tunes borrow so fully as the banana opus; still, a bit of searching among the family trees of songs brings interesting kinships to

light. A really "new" song is a rarity. Not because all tunes are borrowed—they are not—but because the elements that make a song popular never vary. The tune must be catchy, and the words must have universal appeal. Aristotle disclosed the amazing fact that there are but thirty-seven possible plot situations for all the stories that could ever be written. It is doubtful if there are more than a dozen themes for popular songs. Patriotism, home and mother, self pity, current events, love—those are the themes most frequently found in popular songs. During the Civil War, in the Gray Nineties, before 1914, in the boom period and to-day, each age adapts them to its own degree of sophistication, but they are always with us.

Songs of the Times

Our blues songs vary little in general spirit from the ditties of desolation of Lincoln's day. When public interest, in 1864, centered in temperance agitation, it expressed itself in *Father, Dear Father, Come Home with me Now*. When Enrico Caruso died, in 1921, there appeared *They Needed a Songbird in Heaven, so God Took Caruso Away*. The "coon songs" of sixty years ago are reincarnated in our mammy ballads, while regional songs span the gap from *Dixie* to *When the Midnight Choo-Choo Leaves for Alabama*. And to express these varying moods, the composer has only the twelve half notes in an octave with which to work. Melodic themes frequently are repeated as well as topical themes. Also, just as frequently, they are "borrowed."

When Harry Carroll used the melodic theme of Chopin's *Fantaisie Impromptu* in *C-sharp minor* in *I'm Always Chasing Rainbows*, a flood of divergent opinions was loosed. One camp approved the borrowing; it brought the riches of Chopin to people who normally would never get within bowing distance of the Polish master, and if they heard and liked his theme, only good could result; so what's in a name? On the other side were those who scored the borrowing as a vulgar desecration of art. "If," they said, "the only way to get art before the masses is to make it shoddy, let us rewrite Shakespeare in bags and have done with it." Evidently, there was enough spirit shown on both sides to keep continuing at a high pitch, for the theme piracy

Oddly enough, tune borrowing is not considered a heinous offense in Tin Pan Alley. What does count is the copyright law. This law protects a composition for twenty-eight years, with a possible renewal of copyright for another period of twenty-eight years. Any tampering with protected tunes may be found to constitute infringement. But borrowing from music old copyright protection is quite legitimate.

Thus, in an *Eighteenth Century Drawing-Room* stands as a bona fide new song even though its main theme is lifted bodily from Larry Carr's "Sonata in C." On the other hand, large royalties to Dippy Doodle fame—paid for using his *Reverie* to the estate of Claude Debussy, professional point of view, tune borrowings are permissible on two conditions: they must not constitute an infringement; and they must be accomplished briskly enough to bring forth a good, catchy, "new" tune.

Sometimes tune borrowings are not concealed at all as in *I'm Always Chasing Rainbows*, *In Reverie*, and others; and at other times they are so cleverly re-vamped, as to rhythm and accentuation, that the (Continued on Page 132)

LET US IMAGINE that a young man, consumed with the desire to write a popular hit tune, suddenly discovers that he has everything in mind except an arresting melodic idea. What should he do? To judge from some of the more or less recent successes, he may borrow an idea from the classics. He casts about for a worthy subject and finally decides upon the mighty *Hallelujah Chorus* from Handel's "Messiah," a work of such magnificent content that audiences habitually rise upon hearing the first strains. It begins:



Now, suppose that he appropriates a few more themes, to lend a bit of variety to Handel. Perhaps he has retained a childhood fondness for *My Bonnie Lies Over the Ocean* (final theme):



CLASSIC AND CONTEMPORARY SELECTIONS

MARCHE MILITAIRE

(FIRST MOVEMENT)

Concert Paraphrase by
CARL TAUSIG

FRANZ SCHUBERT, Op. 51, No. 1

This famous Military March by Franz Schubert was originally written in the key of D. Strangely enough, it fits the hand better in D flat, or five flats. Carl Tausig, famous Polish Liszt pupil, was a master of technique. His playing was said to be more flawless than that of Liszt. Tausig realized the *bravura* possibilities of this piece and increased its pianistic possibilities. This is one of three marches in Opus 51. The other two have never had great popularity. This work should be developed slowly, with a light forearm, so that no strain may be evidenced. Grade 7.

Allegro vivace M. M. ♩ = 108-116

This page contains six systems of musical notation for piano. Each system consists of a grand staff with a treble clef on the upper staff and a bass clef on the lower staff. The key signature is three flats (B-flat, E-flat, A-flat). The notation includes a variety of musical elements: chords, arpeggios, and single notes. Fingerings are indicated by numbers 1-5 above or below notes. Some measures include slurs or accents. The first system has a measure with a dotted line and a fermata. The second system has a measure with a dotted line and a fermata. The third system has a measure with a dotted line and a fermata. The fourth system has a measure with a dotted line and a fermata. The fifth system has a measure with a dotted line and a fermata. The sixth system has a measure with a dotted line and a fermata.

f *sf* *f* *sf* *sempre cresc.* *f* *ff*

fff *briso e marcatissimo, sempre staccato*

f

JEANIE WITH THE LIGHT BROWN HAIR

Here is one of Stephen Foster's songs in a free and modern transcription. The melody is clearly indicated by larger notes and must be "weighted" so that it stands out. Percy Grainger was one of the first to introduce this style of writing, in which the hand plays a melody and accompaniment at the same time. It can be done and its accomplishment provides interesting work. Grade 7.

STEPHEN FOSTER

Transcribed by ELINOR REMICK WARREN

Slowly, with much expression M. M. ♩ = 56

p tenderly, and very smoothly

Ped. ad lib.

mp

p

poco espr

pp poco rit

poco espr

a tempo

rit

molto rit

ten.

a tempo

This page contains six systems of musical notation for piano. The notation includes treble and bass staves with various musical symbols such as notes, rests, and dynamic markings. The dynamics range from *ppp* (pianississimo) to *mp* (mezzo-piano). Tempo markings include *a tempo*, *poco rall.*, and *rit.* (ritardando). The notation also features various fingerings and articulations.

The first system begins with a treble staff and a bass staff. The treble staff has a key signature of one flat and a time signature of 3/4. The bass staff has a key signature of one flat and a time signature of 3/4. The first measure of the treble staff is marked *mp*. The first measure of the bass staff is marked *mp*. The first system ends with a *poco rall.* marking.

The second system begins with a treble staff and a bass staff. The treble staff has a key signature of one flat and a time signature of 3/4. The bass staff has a key signature of one flat and a time signature of 3/4. The first measure of the treble staff is marked *a tempo*. The first measure of the bass staff is marked *p*. The first system ends with a *pp* marking.

The third system begins with a treble staff and a bass staff. The treble staff has a key signature of one flat and a time signature of 3/4. The bass staff has a key signature of one flat and a time signature of 3/4. The first measure of the treble staff is marked *pp*. The first measure of the bass staff is marked *pp*. The first system ends with a *pp* marking.

The fourth system begins with a treble staff and a bass staff. The treble staff has a key signature of one flat and a time signature of 3/4. The bass staff has a key signature of one flat and a time signature of 3/4. The first measure of the treble staff is marked *a tempo*. The first measure of the bass staff is marked *p*. The first system ends with a *p* marking.

The fifth system begins with a treble staff and a bass staff. The treble staff has a key signature of one flat and a time signature of 3/4. The bass staff has a key signature of one flat and a time signature of 3/4. The first measure of the treble staff is marked *mf*. The first measure of the bass staff is marked *mf*. The first system ends with a *pp* marking.

The sixth system begins with a treble staff and a bass staff. The treble staff has a key signature of one flat and a time signature of 3/4. The bass staff has a key signature of one flat and a time signature of 3/4. The first measure of the treble staff is marked *ppp*. The first measure of the bass staff is marked *ppp*. The first system ends with a *ppp* marking.

THE NEW COLONIAL MARCH

Grade 3.

In march time M.M. ♩ = 120

R. B. HALL
Arr. by Rob Roy Peery

The musical score is written for piano in 2/4 time. It consists of six systems of music, each with a treble and bass staff. The key signature has one sharp (F#). The score includes various musical notations such as notes, rests, and dynamic markings. Fingerings are indicated by numbers 1-5. The piece begins with a forte (ff) dynamic and includes sections of piano (p) and fortissimo (ff). The score concludes with a final cadence in the bass staff.

This page contains six systems of musical notation for piano. Each system consists of a treble staff and a bass staff. The music is written in a key signature of one flat (B-flat) and a 4/4 time signature.

- System 1:** Features a complex melodic line in the treble staff with many slurs and ties. The bass staff provides a steady accompaniment. Dynamics include *ff* (fortissimo).
- System 2:** Continues the melodic development. Dynamics include *p* (piano) and *ff* (fortissimo).
- System 3:** Shows more intricate rhythmic patterns in the treble staff. Dynamics include *ff* (fortissimo).
- System 4:** Features a more active bass line. Dynamics include *ff* (fortissimo).
- System 5:** Continues the melodic and harmonic progression. Dynamics include *ff* (fortissimo).
- System 6:** The final system on the page, ending with a double bar line. It includes first and second endings marked with "1" and "2". Dynamics include *ff* (fortissimo).

JACK-IN-THE-BOX

This graceful and sprightly piece received an award in Class II in the recent Etude Prize Contest, Grade 3 $\frac{1}{2}$.

STANFORD KING

Allegretto M.M. $\text{♩} = 132$

p con grazia

Fine *mp*

p con grazia

la melodia marcato *mf*

D.S. al Fine

MAGNOLIA BLOSSOMS

NOVELETTE

Have you ever strolled down an avenue of gorgeous magnolia trees with their huge white blossoms bursting from the waxy leaves and suffounding you with their perfume? This is the picture which Mr. Stoughton has tried to paint tonally with rich and beautiful colors. This piece is easily learned, and when learned, plays itself. Grade 4.

Allegro moderato M. M. ♩ = 92

R. S. STOUGHTON

The musical score is written for piano and consists of five systems of music. The key signature has two flats (B-flat major), and the time signature is 4/4. The tempo is marked 'Allegro moderato' with a metronome marking of ♩ = 92. The score includes various musical notations such as dynamics (mp, mf, dim, cresc., f, R.H., L.H.), articulation (accents, slurs), and fingerings. The piece concludes with a double bar line and the initials 'L.H.'.

Piu mosso

First system of musical notation for 'Piu mosso'. The music is in 3/4 time with a key signature of two flats (B-flat and E-flat). The right hand features a complex melodic line with many triplets and sixteenth notes, while the left hand provides a steady accompaniment of eighth notes. Dynamics include *mf* and *f*.

Second system of musical notation. The right hand continues with intricate triplet patterns. The left hand has some rests. Dynamics include *cresc.*, *molto cresc.*, and *ff*.

Third system of musical notation. The right hand has a more active role with eighth notes and triplets. The left hand continues with eighth notes. Dynamics include *mf*, *f*, and *poco rit.*.

Fourth system of musical notation. The right hand features dense chords and triplets. The left hand has some rests. Dynamics include *mp poco sostenuto* and *mf molto leggiero*.

Fifth system of musical notation. The right hand has a melodic line with triplets. The left hand has a steady accompaniment. Dynamics include *mp molto sostenuto*.

Sixth system of musical notation. The right hand features dense chords and triplets. The left hand has a steady accompaniment. Dynamics include *f*, *mf*, *mp cresc.*, and *mf*. The system ends with a right-hand flourish (R.H.) and the initials 'L.H.'.

Poco meno mosso

The musical score is written for piano and consists of six systems of staves. The key signature is B-flat major (two flats). The tempo is marked "Poco meno mosso".

System 1: The right hand features a melodic line with eighth and sixteenth notes, while the left hand provides a harmonic accompaniment with chords and single notes. Dynamics include *mp molto sostenuto*.

System 2: Continues the melodic and harmonic development. Dynamics include *mp*.

System 3: The tempo changes to *a tempo*. The right hand has a more active melodic line. Dynamics include *mf*, *dim.*, *poco rit.*, and *fz*.

System 4: The tempo changes to *Tempo I*. The right hand features a series of chords and triplets. Dynamics include *mp poco sostenuto* and *mf molto leggero*.

System 5: Continues the *Tempo I* section. Dynamics include *mp molto sostenuto*.

System 6: The final system on the page. Dynamics include *f*, *mf*, *mp cresc.*, and *mf R.R.* (ritardando). The piece concludes with a final chord.

L.R.

VOCAL AND INSTRUMENTAL COMPOSITIONS

THE STAR-SPANGLED BANNER

The official *Service Version* of our National Anthem as prepared by a committee of prominent musicians and educators with Dr. Peter W. Dykens as chairman. See another page in this issue for a very interesting historical note by William Arms Fisher on this anthem.

FRANCIS SCOTT KEY
(1780-1843)

JOHN STAFFORD SMITH
(1760-1836)

With spirit (♩=104)

1. Oh— say! can you see— by the dawn's ear— ly light, What so proud— ly we hail'd at the twi— light's last
 2. On the shore, dim— ly seen thro' the mists of the deep, Where the foe's haugh— ty host in dread si— lence re—
 3. Oh— thus be it ev— er when— free— men shall stand Be— tween their loved homes and the war's des— o—

gleam— ing, Whose broad stripes and bright stars, thro' the per— il— ous fight, O'er the ram— parts we watch'd were so gal— lant— ly
 pos— es, What is that which the breeze, o'er the tow— er— ing steep, As it fit— ful— ly blows, half con— ceals, half dis—
 la— tion! Blest with vic— t'ry and peace, may the heav'n— re— cued land Praise the Pow'r that hath made and pre— served us a

stream— ing? And the rock— et's red glare, the bombs burst— ing in air, Gave proof thro' the night that our flag was still there.
 clos— es? Now it catch— es the gleam of the morn— ing's first beam, In full glo— ry re— flect— ed now— shines on the stream.
 na— tion! Then— con— quer we must, when our cause it is just, And this be our mot— to: "In God is our Trust!"

Oh— say, does that Star— span— gled Ban— ner yet— wave. O'er the land— of the free and the home of the brave? *broaden ff*
 'Tis the Star— span— gled Ban— ner, oh, long may it— wave. O'er the land— of the free and the home of the brave!
 And the Star— span— gled Ban— ner in tri— umph shall wave. O'er the land— of the free and the home of the brave! *broaden ff*

(♩=96)

MOON TRAILS

Moderato

Bright moon, a spring moon, And love my heart as sails.

Lur-ing me in gen-tle croon - To ves-ture down her trails. Trails a-dorn'd by earth-fresh flow'ys - which yes-ter-day your foot-steps knew. Trails where each step tak-en show - ers me with ar-dent thoughts of you.

Tempo I.

Bright moon, O spring moon, What mag-i-lo-to-im-part Lur-ing me with hopes a-tune, And love is at my heart, And love is at my heart.

VALLEY FORGE MARCH

EDWIN FRANKO GOLDMAN

Allegro con spirito M.M. $\text{♩} = 104$

SECONDO

The musical score is written for piano and consists of several systems of music. The first system begins with a *ff* (fortissimo) dynamic and a *mf* (mezzo-forte) dynamic. The second system includes a *mf* dynamic and a *f* (forte) dynamic. The third system features a *f* dynamic. The fourth system is marked **TRIO** and includes a *fz* (forzando) dynamic, a *ff* dynamic, and a *cresc.* (crescendo) marking. The fifth system begins with a *fff* (fortississimo) dynamic. The sixth system includes a *f* dynamic. The seventh system includes a *f* dynamic. The eighth system includes a *f* dynamic. The ninth system includes a *f* dynamic. The tenth system includes a *f* dynamic. The eleventh system includes a *f* dynamic. The twelfth system includes a *f* dynamic. The thirteenth system includes a *f* dynamic. The fourteenth system includes a *f* dynamic. The fifteenth system includes a *f* dynamic. The sixteenth system includes a *f* dynamic. The seventeenth system includes a *f* dynamic. The eighteenth system includes a *f* dynamic. The nineteenth system includes a *f* dynamic. The twentieth system includes a *f* dynamic. The twenty-first system includes a *f* dynamic. The twenty-second system includes a *f* dynamic. The twenty-third system includes a *f* dynamic. The twenty-fourth system includes a *f* dynamic. The twenty-fifth system includes a *f* dynamic. The twenty-sixth system includes a *f* dynamic. The twenty-seventh system includes a *f* dynamic. The twenty-eighth system includes a *f* dynamic. The twenty-ninth system includes a *f* dynamic. The thirtieth system includes a *f* dynamic. The thirty-first system includes a *f* dynamic. The thirty-second system includes a *f* dynamic. The thirty-third system includes a *f* dynamic. The thirty-fourth system includes a *f* dynamic. The thirty-fifth system includes a *f* dynamic. The thirty-sixth system includes a *f* dynamic. The thirty-seventh system includes a *f* dynamic. The thirty-eighth system includes a *f* dynamic. The thirty-ninth system includes a *f* dynamic. The fortieth system includes a *f* dynamic. The forty-first system includes a *f* dynamic. The forty-second system includes a *f* dynamic. The forty-third system includes a *f* dynamic. The forty-fourth system includes a *f* dynamic. The forty-fifth system includes a *f* dynamic. The forty-sixth system includes a *f* dynamic. The forty-seventh system includes a *f* dynamic. The forty-eighth system includes a *f* dynamic. The forty-ninth system includes a *f* dynamic. The fiftieth system includes a *f* dynamic. The fifty-first system includes a *f* dynamic. The fifty-second system includes a *f* dynamic. The fifty-third system includes a *f* dynamic. The fifty-fourth system includes a *f* dynamic. The fifty-fifth system includes a *f* dynamic. The fifty-sixth system includes a *f* dynamic. The fifty-seventh system includes a *f* dynamic. The fifty-eighth system includes a *f* dynamic. The fifty-ninth system includes a *f* dynamic. The sixtieth system includes a *f* dynamic. The sixty-first system includes a *f* dynamic. The sixty-second system includes a *f* dynamic. The sixty-third system includes a *f* dynamic. The sixty-fourth system includes a *f* dynamic. The sixty-fifth system includes a *f* dynamic. The sixty-sixth system includes a *f* dynamic. The sixty-seventh system includes a *f* dynamic. The sixty-eighth system includes a *f* dynamic. The sixty-ninth system includes a *f* dynamic. The seventieth system includes a *f* dynamic. The seventy-first system includes a *f* dynamic. The seventy-second system includes a *f* dynamic. The seventy-third system includes a *f* dynamic. The seventy-fourth system includes a *f* dynamic. The seventy-fifth system includes a *f* dynamic. The seventy-sixth system includes a *f* dynamic. The seventy-seventh system includes a *f* dynamic. The seventy-eighth system includes a *f* dynamic. The seventy-ninth system includes a *f* dynamic. The eightieth system includes a *f* dynamic. The eighty-first system includes a *f* dynamic. The eighty-second system includes a *f* dynamic. The eighty-third system includes a *f* dynamic. The eighty-fourth system includes a *f* dynamic. The eighty-fifth system includes a *f* dynamic. The eighty-sixth system includes a *f* dynamic. The eighty-seventh system includes a *f* dynamic. The eighty-eighth system includes a *f* dynamic. The eighty-ninth system includes a *f* dynamic. The ninetieth system includes a *f* dynamic. The ninety-first system includes a *f* dynamic. The ninety-second system includes a *f* dynamic. The ninety-third system includes a *f* dynamic. The ninety-fourth system includes a *f* dynamic. The ninety-fifth system includes a *f* dynamic. The ninety-sixth system includes a *f* dynamic. The ninety-seventh system includes a *f* dynamic. The ninety-eighth system includes a *f* dynamic. The ninety-ninth system includes a *f* dynamic. The hundredth system includes a *f* dynamic.

VALLEY FORGE MARCH

Text by James Francis Cooke

Allegro con spirito M.M. $\text{♩} = 104$

PRIMO

EDWIN FRANKO GOLDMAN

The musical score is written for piano and voice. It begins with a piano introduction in G major, 2/4 time, marked 'Allegro con spirito'. The piano part features a lively melody with eighth and sixteenth notes, while the vocal part provides a steady bass line. The score is divided into a 'PRIMO' section and a 'TRIO' section. The lyrics are written below the piano part, with some words appearing in the vocal line as well. The piece concludes with a final cadence in G major.

PRIMO

TRIO

Lyrics:

To guard the rights of man, And found a na-tion free, At Val-ley Forge they gave
 All through the dark-est hour That rag-ged host ne'er lost The Faith, the Will, the Pow'r

— Their lives for you and me, Eu-dow our souls with high-er zeal And give us strength in
 — To win at an-y cost, No sac-ri-flee too great for them, For us no aim can

ev-ry flight To reach the goal those he-ros sought In lib-er-ty and right-ty
 high-er be, May God pro-est our no-ble land For all e-ter-ni-

ENGLISH COUNTRY DANCE

NOAH KLAUSS

Allegretto

VIOLIN

PIANO

mf *cresc.* *f* *mf* *Fine* *mf* *Fine* *mf* *poco a poco cresc.* *f* *D.S.*

MARCHE MILITAIRE

Registration { Gt. 8' & 4' to Sw.
Sw. 8' & 4' with reeds
Solo Tuba 8ft.
Ch. 8ft. with Clar. to
Ped. 16' 8' 4' to Gt.

With Hammond Registration

Maestoso M.M. $\text{♩} = 108$

ROLAND DIGGLE

MANUALS

PEDAL

And. Ped. 4-8

Find

④ Pull Sw

Sw. 8ft. & Obor

Ped. to Ch.

Pod. 3-1

Repeat with changes of x and y

Full Sw.

55

Pod. 4-5

DELIGHTFUL PIECES FOR YOUNG PLAYERS

Grade 1.

BLOWING BUBBLES

LOUISE E. STAIRS

Allegretto M.M. $\text{♩} = 120$

Blow-ing bub-bles in the air, watch them float a-way, Blue and green their col-ors glow on a sun-ny day.

Float-ing on a gen-tle breeze from a pipe of clay, THU they strike a leaf or twig, Burst and fade a-way.

Blow-ing bub-bles in the air, watch them float a-way, Blue and green their col-ors glow on a sun-ny day.

Copyright 1940 by Theodore Presser Co.

British Copyright secured

Grade 2.

LITTLE MUSKETEERS

LEWIS BROWN

Allegretto M.M. $\text{♩} = 138$

Copyright 1940 by Theodore Presser Co.

British Copyright secured
THE KUDU

COLUMBIA, THE GEM OF THE OCEAN

Grade 2½.

THOMAS À BECKET
Arranged by Ada Richter

M.M. ♩ = 120

Oh, Co-lum-bia, the gem of the o-cean. The home of the brave and the free, — The shrine of each pa-triot's de-votion, A world of-ers hon-age to thee. Thy man-dates make he-ros as-semble, When Lab-er-ty's form stands in view, Thy ban-ners make tyr-an-ny tremble When borne by the red, white, and blue. When borne by the red, white, and blue, When borne by the red, white, and blue, Thy ban-ners make tyr-an-ny tremble When borne by the red, white, and blue.

Copyright 1939 by Theodore Presser Co.

British Copyright secured

Grade 2½.

TOADSTOOLS

LYDA SIMMONS

Briskly M.M. ♩ = 112

mp *rit* *Fine*
mf a tempo *rit* *D.C.*

Copyright MCMXXXI by Oliver Ditson Company
FEBRUARY 1941

International Copyright secured

A STACCATO CHORD STUDY

Grade 4.

Molto allegro M.M. ♩ = 88-100

With lesson by Dr. Guy Maier on opposite page.

CZERNY, Op. 335, No. 13

1 *f* *p* *f* 2 *p* *sempre stacc. f* 3 *p* 4 *cresc.*

5 6 *ff* 7 8

9 *p* *cresc.* 10 11 *p* 12

13 *cresc.* 14 15 16 *ff*

17 *p* 18 19 *f* *cresc.* 20

21 *ff* 22 23 24

Singing Success without Money or Manager

(Continued from Page 81)

resorts scattered throughout the New England states, asking for bookings. These letters got them some engagements; and, on the strength of them, they acquired a second hand auto, then started out armed with forty-two letters of introduction.

As the car clattered out of the city loaded with clothes, costumes and accessories for the trip, they made a joint vow: "Keep your chin up, no matter what happens." They had need for this philosophy before proceeding very far. On their first stop, New London, Connecticut, the rear end of the car broke down and the repair bill for this ate up the proceeds of the first concert, twenty dollars. However, the thrill of the first concert was compensation enough, and they proceeded on their way, picking up additional engagements in hotels, summer camps, and women's clubs in towns through which they passed.

On their journey to Bar Harbor, Maine, they covered a distance of thirty-six hundred miles and sang thirty-four concerts in twenty-eight days, sometimes giving two or three in one town. After deducting all expenses, the girls netted one hundred and fifty dollars each. Some singers would scoff at this amount. But not Miss Houston.

It was fall, but the southern season was soon to begin. Accordingly, she wrote to hotel managers in Florida and other southern cities and secured thirteen bookings. With these as a nucleus, she started south and succeeded in booking thirty concerts for the season. She has been doing this sort of thing ever since.

In ten years she has traveled over half a million miles, averaging fifty thousand a year. She has appeared in almost every state in the U. S., Iceland, Norway, Sweden, Denmark, Finland, Russia, South America, New Zealand and Australia. She now has her own auto and accompanist, still does the managerial and press work, designs her costumes, carries special lighting effects and handles all details.

"I find it all very interesting," she said. "There are few idle moments I can tell you. I find ample opportunity of expressing myself in a number of ways, even to writing my own program notes and press releases. Best of all, I get to know the people for whom I sing and to know what they want in the way of program material. I have found that much of a singer's success depends on the personal touch. If audiences on the personal touch, they want you like you and that is after all the crucial back, and that is after all the crucial question: do they want you back?"

"Work—there is always something to do, but most of it is pleasant. I

have been really surprised at the courteous treatment received from hotel managers, women's clubs and school superintendents. As salesman of my own services, I have had few rebuffs in all my travels from those who book engagements. And now that I have built up a clientele, the work is easier. There is a sense of satisfaction and independence that comes from managing your own career. I would do so halfheartedly if I had it to do all over again."

Perhaps, after all, singers fall short of a career for reasons other than the lack of money and a manager. Maybe what such singers really lack is a bit of determination and ingenuity.

Wisdom and Whim in the Study of Music

(Continued from Page 92)

And then singing with a folded handkerchief in the mouth—which methods have had their adherents, strange to say. Singing technical exercises is a simple way of confining the voice to its natural register; and since most people have voices which are correctly placed in singing, it is trying to shift the position of the voice can work much harm. There does arise, of course, the occasional problem of singing notes at extremes of the register. To make these tones, the singer should not try to change the normal position of his throat. It is precisely because so many do attempt this change that we see singers on the stage whose faces take on all sorts of grimaces and distortions. These singers defeat their own purpose, for the only way the voice can be placed is by singing the back of the throat, allowing it to relax and permitting air to pass through it. This can be done simply by opening the mouth wide and keeping the tongue down—not by any amount of strained vocal or lingual gymnastics.

Whims about enunciation often take some form as having the student sing for months at a time, sing only on the vowels, singing only certain combinations of diphthongs, singing one sound while "thinking" another. Singing one type of phrase, obviously, will accustom you for singing that type of phrase, but will not confer well-grounded, easy diction. As for dividing the attention between the sound sung and the ideal sound, that merely creates confusion and keeps the singer from doing his best. If exercises are to be sung, they should be combinations that include all the sound combinations that are to be found in actual singing. Even better is having the student sing actual songs—simple ones at first, certainly—but at least providing practice in what he will be called upon to do. Important,

too, is the sensible procedure of making sure you know exactly what a song is about before singing it. This not only assists expressiveness, but familiarity with the words, which is an aid to their clear pronunciation.

Apart from singing itself, there are whims which needlessly clutter up an embryonic singer's existence. A pamphlet which recently came to our attention is a good example of this. It tells the singer not to eat nuts, cheese, pastry, bread, cake, candy, chewing gum, peaches, tea, coffee, pickles, saucers, butter, onions, tomatoes, potatoes, pork, fried eggs or ice cream; to use only silk handkerchiefs; never to read while singing; never to rise later than seven o'clock in the morning; neither to hum nor to dance; and then counsels him to "sing freely and easily as the birds of the air!"

While this is an exaggerated example, it is symptomatic of an attitude that would require the Spartan behavior of every person who wants to sing. Such rigors have exactly the opposite effect from the desired one of allowing him to sing freely and easily. Much has been said about valid rules, but the only really valid rule is a simple one: avoid foods that disagree with you, and do not eat too heavily or too soon before singing. As for drinking special preparations to ease the voice, or taking tablets of one kind or another, you will find they are both expensive and useless. Nothing that nature itself did not provide can help anyone to the natural expression of song.

Above all, whatever precepts you do decide to follow, it is important to remember that rules were made for singers, and not singers for rules. There is too much variability in among individuals to make any fast rule can apply to too hard and in most cases it is better, and to sing by singing, continuing to learn the things that you discover make for better tone in your case, than applying some concrete dictum, and trying yourself to it by struggle and strain. Individual diagnosis is better than artificiality; naturalness, right, and tenseness is wrong—here, summed up, is the wisdom of song sung as opposed to its whims.

New Discs with Distinctive Charm

(Continued from Page 86)

any assurance of the conductor. When soloist and conductor are his best playing; but when, as in the opening of the slow movement (the one finds the work) he is on his own, sensitivity. Liszt's arrangement of

this work is one of the best of its kind that he made. It does not materially alter the Schubert score; in fact, the orchestration gives it added interest.

Frederick Brook, conductor of the Chicago Symphony Orchestra, never lets one down in a performance; he is always an admirable musician. However, although his performance of Richard Strauss' "Also Sprach Zarathustra" (Columbia Set M-411) is a competent one, it does not equal the performance by Koussevitzky and the Boston Symphony Orchestra (Victor Set M-257). For the Koussevitzky performance has long been regarded as a recorded classic, not alone for the breadth and drama of his reading but also for the superbly realistic reproduction. Particularly of the opening section—*Donner*. It is doubtful if any duplication could equal this Victor set, much less replace it, until such a time as recording embraces a far wider frequency range than it does now.

A modern recording of Puccini's "Madama Butterfly" (Victor Albums 700-701) places the emphasis on the role of Pinkerton; for Giga, the interpreter, is the only truly satisfying participant in the new set. The cast includes Toti Dal Monte as Cio-Cio-San; Mario Busto as Sharpless; and Vittoria Palmieri as Suzuki. The orchestra of the Royal Opera House in Rome, and the admirably conductor is Oliviero Fabritius. Toti Dal Monte, a distinguished coloratura in the past, seems miscast as Butterfly; and although she deftly interprets the rôle, through careful and distinct enunciation of the text, her voice is lacking, particularly in the middle register, in requisite warmth and feeling, and also in the ability to convey the scene climax. Giga sings superbly; indeed, he is consistently in better voice here than in any opera recording he has made.

A Chamber Music Feast

The Coolidge Quartet, which is scheduled to record all sixteen of the Beethoven string quartets, recently reached "Quartet No. 5, in A major, Op. 18" (Victor M-718). The six quartets that comprise Op. 18 are the least impressive. It presents the composer in a more restrained mood than in the preceding "Quartet in C minor." However, the melodies of the first and last movements are light and fanciful, and the music has true dance. The Coolidge Quartet turns in a clean, alert rendition of this work, but one which is less warm than an earlier Leon version.

It is rumored that the Budapest String Quartet, which in the estimation of many critics is unexcelled in the performance of the Beethoven (Continued on Page 124)



The Franz ELECTRONOME

Trade Mark No. U. S. Pat. Off.

"THE ELECTRONOME THAT OPERATES ELECTRICALLY"

Perfect timing without tuning. Simply plug in the switch, and the Electronome begins beating out the time with 100% accuracy from 40 to 100 beats per minute. Change tempo at will right while it's running. No matter what your instrument, your precision will be doubly valuable, and your performance doubly effective when Electronome aids the tempo.

GUARANTEED FOR 5 YEARS
Satisfactory Price trial of our risk. Send for details of money-back offer.

FRED GRETSCHEK MFG. CO.
Makers of Musical Instruments Since 1913
90 BROADWAY, BROOKLYN, NEW YORK

MUSICAL SHORTHAND

A System of Rapid Music Notation Indispensable to the Composer, Arranger, Transcriber, and every serious student beginning to do high speed.

50c Postpaid
MUSICAL SCOTTISH WHEELING, W. VA.

SPANISH ITALIAN

Arabic letter combination from phonetic course. Complete instruction. 10¢ per lesson in 4 days—\$7.50 cash for four lessons. Other languages upon request.

RECORD LIBRARY
378 Benjamin Franklin Bldg. Muskegon, Mich.

LEARN PIANO TUNING AT HOME

The Temperament notes are easy. The piano becomes adjusted to the scale. They give you with the advice of the small upright. Simple enough to use by anyone. See this paying proposition. Time—your own. Cash—your own. Mail—your own. See this paying proposition. Time—your own. Cash—your own. Mail—your own.

BRANT SCHOOL, 55 B. B. AUGUSTA, MICHIGAN

DENISON'S RECORD PLAYS

Denison's Record Plays are the only records that play themselves. They are the only records that play themselves. They are the only records that play themselves.

LEARN TO PLAY BY EAR

There is a wonderful thing you can learn by the piano method. It is the ability to play by ear. It is the ability to play by ear. It is the ability to play by ear.

NEW SYSTEM—The only system that teaches you to play by ear. It is the only system that teaches you to play by ear. It is the only system that teaches you to play by ear.

NEW GAMES FOR NURSERY
and **MUSICAL KINDERGARTEN SCHOOLS**
Highly colored and interesting
L. C. CARP

118 Edin Ave. Bridgeport, Conn.

INCREASE YOUR INCOME!

Early—Satisfactorily—Proficiently
Take Subscription to
THE ETUDE MUSIC MAGAZINE

—Write for particulars—
1718 CHESTNUT ST. PHILADELPHIA, PA.

QUICK QUESTIONS

Answered by DR. NICHOLAS DOITY

No question will be answered in *THE ETUDE* unless accompanied by the full name and address of the inquirer. Only initials, or pseudonyms given, will be published.

Singing Out of Tune

Q. I am a contralto, twenty-eight years of age and have sung in the last three years and teachers in all cities for six years, with a few awards of success. Last year I started singing regularly with solo. I sing out of key all the time but frequently come to worry over it, I go through a piece dozens of times before I sing it, and then it is still out of key.

A. At recent festivals, after winning a championship solo, I went through a piece dozens of times. I know this has occurred but I could not help myself. As a result I received the best of words and have become very discouraged. Can anything be done about it?

—M. H.

A. Find the cause of this straying from the pitch and you will be able to remedy it. Have you changed in the least your method of producing your voice or your way of pronouncing your words? Too much breath pressure or a heavy action of the speech muscles might cause you to sing out of tune.

Have you had a bad cold or an attack of influenza recently, which might have slightly affected your hearing? Find out soon.

The fact that you sing out of tune only occasionally is encouraging. Perhaps you were nervous when you sang in the other class and so forced your voice so that you went sharp. It may have been that you stood too far away from the piano and therefore you did not hear the accompaniment distinctly enough. Perhaps the size of the audience was greater than the ones you are accustomed to and you became confused, because everything sounded different to you. Each auditor presents a new and different problem in accuracy to the singer and the inexperienced singer and he can only learn by long practice how to accustom himself to them all.

It is no reason for you to become discouraged. Sing with your accompaniment in all sorts of places good and bad and gradually figure out for yourself just where the best place for you to stand is in each. Listen carefully to the sound of your own voice and its relation to the accompaniment, both as to loudness and to pitch. Keep your nerves calm and never allow any of the hidden distractions that are bound to occur in auditions and public singing to interfere with your self-control and poise. In proportion as you become master of yourself you will overcome this very unpleasant fault.

A Letter from China

Q. I, an eleven years' old, boy, and I sing practically nothing about piano, but am anxious to learn more about the piano and exercises I shall use to teach myself all about singing.

A. Write your name, the address to which you wish to receive the piano, please let me hear from you. Give me some information concerning the teaching of the *Easy Songbook* and Mr. Andrea de Bonaventura.

Please give me the average range of the following voices: soprano, alto, contralto, tenor, bass, baritone and bass. I do not wish the average range of the soprano and alto, but the range of the contralto, tenor, bass, baritone and bass.

Q. Where can I obtain the following songs, original text and music with an English translation? Also the price of each song: 1. "The Song of the Lark" by Robert L. Harte; 2. "The Song of the Lark" by Robert L. Harte; 3. "The Song of the Lark" by Robert L. Harte.

A. The songs in your list are all in the *Easy Songbook*. The price of each song is 10¢. The price of the *Easy Songbook* is 1.00.

Q. I am a contralto, twenty-eight years of age and have sung in the last three years and teachers in all cities for six years, with a few awards of success. Last year I started singing regularly with solo. I sing out of key all the time but frequently come to worry over it, I go through a piece dozens of times before I sing it, and then it is still out of key.

A. At recent festivals, after winning a championship solo, I went through a piece dozens of times. I know this has occurred but I could not help myself. As a result I received the best of words and have become very discouraged. Can anything be done about it?

—M. H.

A. Find the cause of this straying from the pitch and you will be able to remedy it. Have you changed in the least your method of producing your voice or your way of pronouncing your words? Too much breath pressure or a heavy action of the speech muscles might cause you to sing out of tune.

Have you had a bad cold or an attack of influenza recently, which might have slightly affected your hearing? Find out soon.

The fact that you sing out of tune only occasionally is encouraging. Perhaps you were nervous when you sang in the other class and so forced your voice so that you went sharp. It may have been that you stood too far away from the piano and therefore you did not hear the accompaniment distinctly enough.

Perhaps the size of the audience was greater than the ones you are accustomed to and you became confused, because everything sounded different to you. Each auditor presents a new and different problem in accuracy to the singer and the inexperienced singer and he can only learn by long practice how to accustom himself to them all.

It is no reason for you to become discouraged. Sing with your accompaniment in all sorts of places good and bad and gradually figure out for yourself just where the best place for you to stand is in each. Listen carefully to the sound of your own voice and its relation to the accompaniment, both as to loudness and to pitch. Keep your nerves calm and never allow any of the hidden distractions that are bound to occur in auditions and public singing to interfere with your self-control and poise. In proportion as you become master of yourself you will overcome this very unpleasant fault.

Q. I am a contralto, twenty-eight years of age and have sung in the last three years and teachers in all cities for six years, with a few awards of success. Last year I started singing regularly with solo. I sing out of key all the time but frequently come to worry over it, I go through a piece dozens of times before I sing it, and then it is still out of key.

A. At recent festivals, after winning a championship solo, I went through a piece dozens of times. I know this has occurred but I could not help myself. As a result I received the best of words and have become very discouraged. Can anything be done about it?

—M. H.

A. Find the cause of this straying from the pitch and you will be able to remedy it. Have you changed in the least your method of producing your voice or your way of pronouncing your words? Too much breath pressure or a heavy action of the speech muscles might cause you to sing out of tune.

Have you had a bad cold or an attack of influenza recently, which might have slightly affected your hearing? Find out soon.

The fact that you sing out of tune only occasionally is encouraging. Perhaps you were nervous when you sang in the other class and so forced your voice so that you went sharp. It may have been that you stood too far away from the piano and therefore you did not hear the accompaniment distinctly enough.

Perhaps the size of the audience was greater than the ones you are accustomed to and you became confused, because everything sounded different to you. Each auditor presents a new and different problem in accuracy to the singer and the inexperienced singer and he can only learn by long practice how to accustom himself to them all.

It is no reason for you to become discouraged. Sing with your accompaniment in all sorts of places good and bad and gradually figure out for yourself just where the best place for you to stand is in each. Listen carefully to the sound of your own voice and its relation to the accompaniment, both as to loudness and to pitch. Keep your nerves calm and never allow any of the hidden distractions that are bound to occur in auditions and public singing to interfere with your self-control and poise. In proportion as you become master of yourself you will overcome this very unpleasant fault.

Q. I am a contralto, twenty-eight years of age and have sung in the last three years and teachers in all cities for six years, with a few awards of success. Last year I started singing regularly with solo. I sing out of key all the time but frequently come to worry over it, I go through a piece dozens of times before I sing it, and then it is still out of key.

A. At recent festivals, after winning a championship solo, I went through a piece dozens of times. I know this has occurred but I could not help myself. As a result I received the best of words and have become very discouraged. Can anything be done about it?

—M. H.

A. Find the cause of this straying from the pitch and you will be able to remedy it. Have you changed in the least your method of producing your voice or your way of pronouncing your words? Too much breath pressure or a heavy action of the speech muscles might cause you to sing out of tune.

Have you had a bad cold or an attack of influenza recently, which might have slightly affected your hearing? Find out soon.

The fact that you sing out of tune only occasionally is encouraging. Perhaps you were nervous when you sang in the other class and so forced your voice so that you went sharp. It may have been that you stood too far away from the piano and therefore you did not hear the accompaniment distinctly enough.

Perhaps the size of the audience was greater than the ones you are accustomed to and you became confused, because everything sounded different to you. Each auditor presents a new and different problem in accuracy to the singer and the inexperienced singer and he can only learn by long practice how to accustom himself to them all.

It is no reason for you to become discouraged. Sing with your accompaniment in all sorts of places good and bad and gradually figure out for yourself just where the best place for you to stand is in each. Listen carefully to the sound of your own voice and its relation to the accompaniment, both as to loudness and to pitch. Keep your nerves calm and never allow any of the hidden distractions that are bound to occur in auditions and public singing to interfere with your self-control and poise. In proportion as you become master of yourself you will overcome this very unpleasant fault.

Q. I am a contralto, twenty-eight years of age and have sung in the last three years and teachers in all cities for six years, with a few awards of success. Last year I started singing regularly with solo. I sing out of key all the time but frequently come to worry over it, I go through a piece dozens of times before I sing it, and then it is still out of key.

A. At recent festivals, after winning a championship solo, I went through a piece dozens of times. I know this has occurred but I could not help myself. As a result I received the best of words and have become very discouraged. Can anything be done about it?

—M. H.

A. Find the cause of this straying from the pitch and you will be able to remedy it. Have you changed in the least your method of producing your voice or your way of pronouncing your words? Too much breath pressure or a heavy action of the speech muscles might cause you to sing out of tune.

Have you had a bad cold or an attack of influenza recently, which might have slightly affected your hearing? Find out soon.

The fact that you sing out of tune only occasionally is encouraging. Perhaps you were nervous when you sang in the other class and so forced your voice so that you went sharp. It may have been that you stood too far away from the piano and therefore you did not hear the accompaniment distinctly enough.

Perhaps the size of the audience was greater than the ones you are accustomed to and you became confused, because everything sounded different to you. Each auditor presents a new and different problem in accuracy to the singer and the inexperienced singer and he can only learn by long practice how to accustom himself to them all.

It is no reason for you to become discouraged. Sing with your accompaniment in all sorts of places good and bad and gradually figure out for yourself just where the best place for you to stand is in each. Listen carefully to the sound of your own voice and its relation to the accompaniment, both as to loudness and to pitch. Keep your nerves calm and never allow any of the hidden distractions that are bound to occur in auditions and public singing to interfere with your self-control and poise. In proportion as you become master of yourself you will overcome this very unpleasant fault.

"SPEED DRILLS" Flash Cards

By Wallace and Wining.

A new approach for teaching, little to the piano keyboard through their eyes, easily and quickly. CONTAINS MATERIAL FOR SINGLE NOTE DRILL. With "SPEED DRILLS" children learn to play before they learn the music alphabet.

"SPEED DRILLS" consists of THIRTY-TWO CARDS 3 by 5 inches to be placed back of piano keys as shown below; KEY FINDER, and a book of instructions for their use.

To the left, cards back of piano keys.



To the right, for stressless visual accuracy.

SPEED DRILLS
40¢

"JENKINS' ADJUSTABLE PIANO MUSIC RACK"

A little child can read his music with ease and accuracy at the same time, be comfortable to the piano with the use of this device. It brings music forward and down to the proper distance for the child's eyes. Adjustable in a jiffy to any angle and position on any Grand or Upright piano. A comfortable child at the piano practices longer, and progresses more rapidly. Price \$2.50.

Send for descriptive circular.
JENKINS MUSIC CO., Kansas City, Mo.

RECORD IMPORTS

Record new, English, POLYDOR, BRITISH, and other records. Send today for new. Price catalogue containing hundreds of selections. Before you decide.

THE GRAMOPHONE SHOP, Dept. E
18 East 43rd Street, New York

VOICE

Instrument Guaranteed
We have the most complete line of instruments in the world. Send today for new. Price catalogue containing hundreds of selections. Before you decide.

THE GRAMOPHONE SHOP, Dept. E
18 East 43rd Street, New York

SING!

Your key to fame and fortune. Send today for new. Price catalogue containing hundreds of selections. Before you decide.

THE GRAMOPHONE SHOP, Dept. E
18 East 43rd Street, New York

HARMONY BY MAIL

A practical and thorough course of 16 lessons, at a cost of \$1.00. Send today for new. Price catalogue containing hundreds of selections. Before you decide.

THE GRAMOPHONE SHOP, Dept. E
18 East 43rd Street, New York

Send today for new. Price catalogue containing hundreds of selections. Before you decide.

THE GRAMOPHONE SHOP, Dept. E
18 East 43rd Street, New York

Send today for new. Price catalogue containing hundreds of selections. Before you decide.

THE GRAMOPHONE SHOP, Dept. E
18 East 43rd Street, New York

Simplified Subscription Service

for busy (and thrifty) music lovers!

Order ALL of your magazines through THE ETUDE Subscription Service—Enjoy MORE of the leading magazines by taking advantage of these Special Club Offers!

* As an added service and convenience to its many readers, THE ETUDE, by arrangement with foremost publishers, is authorized to accept subscriptions for leading magazines. In just one order to THE ETUDE, therefore, you can subscribe or re-subscribe to ALL of your favorite magazines. And, in addition, you can save up to \$17.75 by taking advantage of the special combination offers listed below. Special prices on any combination of magazines can be had cheerfully supplied, upon request, in Simplified Subscription Service at a saving! Send YOUR order today!

[Subscriptions may be new or renewal and magazines may be sent to different addresses.]

THE ETUDE Music Magazine \$2.50 6th
The MUSICAL \$2.00 5th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
THE ETUDE Music Magazine \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
OPEN ROAD FOR BOYS \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
WEL WISDOM \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S PLAYTIME \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
METRONOME \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
BOYS' LIFE \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN BOY \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN GIRL \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
COMPOSER \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
AMERICAN BOY \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHRISTIAN HERALD \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
PARENTS' MAGAZINE \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
LIBRARY \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
PATHFINDER \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

THE ETUDE Music Magazine \$2.50 6th
CHILDREN'S ACTIVITIES \$2.50 6th
Regular price \$3.50 Save 50c

Tone Quality of Organ Stops

(Continued from Page 83)

the addition of a slow tremolo. The pipes of the stop were located on an open chest of the choir organ. There were about thirty feet of clear open space above the pipes for "speaking room," which produced an echo that had much influence on the tone of the stop. Every one admitted that the stop, every one who used it. When the organ was modernized and rebuilt in Serio Organ Hall, Methuen, Massachusetts, the pipes of this stop were cleaned, revoiced, and tuned to the modern pitch. The surrounding conditions of the location of the pipes completely changed the effect of the tone, and all the efforts of the organ tuner to reproduce the original tone quality were of no avail. The former character of this set of pipes was completely lost.

A Lost Voice

Many years ago tourists in Switzerland generally made it a point to visit Basel to hear the wonderful Vox Humana in the Münster Church of that city. The tone quality of that

stop (especially when combined with a soft Flûte Flûte) was most charming. It was the only Vox Humana that the writer ever heard that had the slightest resemblance to the human voice. When used with the Rohr Flûte the combined tone quality was a perfect imitation of a girlish soprano voice with a slight tremolo. The surrounding conditions were responsible for the effect to the hearers. The interior of the church was high with rough, bare walls of either plaster or stone. There were no cushions on the seats, no carpet, not even a strip of coarse material down the aisles, no hangings, and nothing to counteract the strong echo of the bare interior. The organ was not buried in a close chamber but was "out in the open." When the writer went up to greet the organist, he found that the tone of the Vox Humana, to the nearby ear, was coarse, uneven and somewhat distorting. Down in the church, where the echo and the distance had much influence, the tone was charming.

New Discs with Distinctive Charm

(Continued from Page 122)

quartets, is also to record all sixteen of these works for Columbia. Schepers' rendition of the great "Quartet in C minor, Op. 131" of a recent recording by the Budapest of Ravel's "Quartet in F major" (Columbia Set M-425) conveys the impression that this group is less happy in the performance of the moderns than in the classical. Although the usual fine ensemble work and tonal richness are apparent in the recording, the Gallic spirit of the work is not conveyed. Not only is the playing heavy-handed for Ravel, but the Scherzo, the accents are not ob- be. One returns to the performance of the Pro Arte Quartet for a true this music.

During the past year Madame Flagstad has been featuring Origi's cert recitals, "Häugstus," in her released the soprano's recording of this work (Album M-114). Of all the the phonograph to date, this, in our estimation, is among her most worthy contributions. Her admission for these lovely songs is reflected by the enthusiasm with which she sings them; and here her poems of these songs at its best. The borg are said to have particularly inspired Origi; certainly they inspired him to write some of his freshest and most alluring melodies,

The songs have been aptly called brilliant and pure pictures. Haugstus is the name of a girl about whom the poet has written.

Continuing his recordings of Bach's "Little Organ Book," E. Power Biggs brings us, in Victor Album M-711, the preludes for the Christmas season. The contemplative beauty of much of this music evokes a responsive mood in Biggs, for he plays in this set with greater conviction than in the previous.

The Trapp Family Choir are heard to good advantage in a group of Bach "Chorales" (Victor Album M-713). This talented group sings with appropriate reverence and understanding. It has been suggested, and not unreasonably, that the Trapp Family performances will be best enjoyed if not taken in too large doses, since the tonal and dynamic range of the singers is limited.

The same thing can be said in recordings with John Jacob Niles' recordings of "Early American Carols and Folk Songs" (Victor Album M-718), for Niles is a singer with very limited range. His voice is light and not far removed from the old counter tenor, and he makes considerable use of falsetto. The songs he sings are all attractive, and it is only fair to say that in music like this, far removed from the art world, it is not the voice that matters but the presentation. Niles specializes in folk material, most of which he collects and arranges himself.

(Continued on Page 139)

Canadian and Foreign Postage and Import Duty Extra

Send Your Order to: Subscription Service

THE ETUDE MUSIC MAGAZINE

Theodore Presser Co., Publishers

1712 CHESTNUT STREET, PHILADELPHIA, PA.

125

INDIAN MUSIC, to the majority of us, calls to mind just the drum or tom tom. Perhaps that is all we have ever heard to mark the time for Indian singing, and that of the tribes has its own ideas of what constitutes music.

The Navajo Indians of northern Arizona use a small pottery bean pot, containing a little water, with a covering of buckskin stretched tightly across the top, as a drum in their most dance ceremony for healing; and the sound is coaxed out of this primitive instrument by means of a drum stick made of a length of spruce bough forced into a circle at one end. The drum is the only instrument used in the dances, and the drummer is the only person taking part in furnishing the music who receives pay for his services. Evidently the feeling is universal that the enjoyment the chorus derives in being allowed to sing is recompense sufficient for their efforts.

But in most of the ancient ceremonies is a regular drum or tom tom employed. The basket drum takes its place. At one time the Navajos could make baskets; but, while they were only fair specimens, other tribes far excelled them and they could either buy or steal the handiwork of their neighbors; so basketry has almost vanished from their activities. In the present generation only two forms are made by the Navajo women, and these are for ceremonial purposes. They still continue to make these two styles, because they are essential to the sacred rites and must be supplied by women of the tribe who know what is required. They are skilfully fabricated of twigs of artemisia scrub found only in the neighborhood of the San Juan river in Utah and wound in the form of a helix. The Piutes, who were once slaves of the Navajos, make the best baskets used to-day by the Navajos.

Of the two baskets for ceremonial purposes one is called a *hald basket*, because its chief use is for holding sacred corn meal. Its decorations consist of four crosses and four zigzag lines. The crosses are said to represent clouds, and the lines are for lightning. Usually the crosses are in red and the body of the basket of uncolored wood. The crosses have a margin of brown, and usually at each adient angle is a small circle of brown. The zigzag lines, which are usually brown, red, or part of both.

The Ceremonial Drum

THE OTHER OF THE TWO BASKETS is called a *basket drum*. A colored band, red in the middle, with black serrated edges, is the chief decoration. The band is not continuous, but is intersected at one point by a narrow line of uncolored wood. This is furnished to assist in the orientation of the basket, at right when the light bearing and the light is dim. The rim of the basket is usually so neatly finished that the medicine man could not easily tell where the square ends if the pale lines were not there to guide him. Directions play a prominent part in all Navajo ceremonies and there must be absolutely no deviation from the prescribed rules. When the basket is ceremonially employed this fine must be due east and west. If the margin is seen through or torn in any way the basket is unfit for sacred use. When the rites are over, the basket is given to the shaman (medicine man). He must not keep it but give it away, and he must be careful never to eat out of it, for, notwithstanding its sacred use, it is no desecration to serve food in it.

The more important dances (religious ceremonies) of the Navajos continue for

A Drum for the Navajo Chorus

By Louise R. Marshall

nine days, and during the first four nights song is accompanied only by the rattle—this performance being on the order of a rehearsal. But during the last five nights noises are elicited from the basket drum by means of a yucca drumstick. Much ritual accompanies the using of this drum. It is beaten only in the western side of the medicine lodge. A small Navajo blanket is

instead of to the East, and the eastern half of the blanket is folded over the concavity of the basket. There are songs for turning up and turning down the blanket, and there are certain words in these songs at which the shaman prepares to turn the basket by putting his hand under its eastern rim, and other words at which he does the actual turning. For four nights, when



AN INDIAN CHIEFTAIN

speed on the ground, its longer dimension extending east and west. An incomplete circle of meal, open in the east—of the same diameter as the basket—is traced on the blanket near its east end. A cross in meal, its ends touching the circle near the cardinal points, is then described within the circle. Meal is most applied sunrise to the rim of the upturned basket, so as to form an incomplete circle with an opening in the east. A cross similar to that on the blanket is drawn in meal on the concavity of the basket, the east and west line of which cross must pass directly through the hiatus in the ornamental band. The basket is then inverted on the blanket in such a manner that the figure in meal on the first shall correspond in position to those on the other. The western half of the blanket is then folded over the convexity of the basket, and the musicians are ready to begin. But before they begin to beat time to a song they tap the basket with the drum at the four cardinal points in the order of east, south, west and north. This sequence of direction must always be the same. The Navajos say, "We turn down the basket," when they refer to the commencement of songs in which the basket drum is used, and they express it, "We turn up the basket," when they refer to the ending of the songs for the night.

A Ceremonial Blessing

ON THE LAST NIGHT the basket is "turned down" with much the same observances as on the previous nights, save that the openings in the ornamental band and in the circles of meal are turned to the West

the basket is turned down the eastern part is laid on the outstretched blanket first, and it is inverted toward the west. On the fifth night it is inverted in the opposite direction. When it is turned up it is always lifted first at the eastern edge. As it is raised, an imaginary something is blown toward the East, in the direction of the smoke hole of the kivas; and when it is completely turned up hands are waved in the same direction to drive out the evil influences which the sacred songs have collected and imprisoned under the basket.

So you can readily see why the drummer doubly to get some study long and arduous, should a mistake occur in his mind; ecclings, the entire ceremony would be healing powers; and they simply would have no bring to a close all work that had been previously done toward the celebration.

The Mysteries of the Drumstick

THE DRUMMER is prepared with extreme vigilance. No mere stick will answer the purpose. So intricate are the rules governing its construction that the material, from which it is made, for each ceremony. It is formed of stout leaves of the Spanish bayonet, but not even leaves of the of that genus is worthy to furnish the material. Four leaves only are used, and one from each of the cardinal points, the stem. All must be of the proper kind, and also absolutely free from wound, stain, withered points, or blemish of any kind.

The leaves may not be cut off, but must be torn off downward at their articulations.

The collector first pulls the selected leaf from the east side of the plant, making a mark with his thumb nail on the east or dorsal side of the leaf near its root, in order that he may know its leaf thereafter. Walking sunrise around the plant to the west side, he marks a selected leaf near the tip on its palm (east) surface, and calls it. Then he extracts to the south side of the plant and collects his leaf there, but does not mark it. Lastly, he proceeds sunrise to the north and calls his leaf last there, and he also does not mark it.

There is a certain traditional way to gather, moving sunrise. The sharp, flinty points and curly marginal cilia are torn off and stick, points upward, in among the remaining leaves of the plant from which they were culled. The four leaves are taken to the medicine lodge to be made up. The leaves from the East and West are put in the center or core of the stick, and are left whole. Those from the north and south sides are torn into long shreds and used for the wrapper. The core of the stick is divided by a suture of yucca-shred into five compartments, one for each night the stick is used. Into each section are put one or more grains of corn, which during the five nights the stick is used are supposed to imbibe some sacred properties. When the ceremony is over the grains are divided among the visiting medicine men, to be ground up and put in their medicine bags.

It is necessary to tear the drumstick apart to release its soul and to sacrifice the substance to the gods. The last morning at dawn, when the last song is sung and the basket turned up, the drumstick is pulled to pieces in the order reversed to that in which it was put together. This may be done only by the shaman who conducted the rites, and he proceeds with the work he sings the words of the unraveling. As each piece is unwrapped it is straightened out and laid down with its point to the East. The debris accumulated in the manufacture of the drumstick and which has been carried away for five days, is now brought forth, and one leaf is made of all. It is taken out of the bag by an assistant, carried in an earthen bowl, or in the form of a small large plant if a cedar tree is not at hand, safe from the trampling feet of cattle and horses. There it is left until destroyed or smoldered by the forces of nature. The man who gathered the fragments takes out with him in the hollow of his left hand some cornmeal, which he sprinkles with the fat. He takes out also, in a bag, some pollen and sprinkles it on the cornmeal in conjunction with the right hand. As he does this he recites in a low voice the prayer or benediction. "It will be beautiful thus."

Lacking harmony, the Navajo achieves his musical effects chiefly by the drum and by using short intervals of very halting pauses. Wonderfully trained and controlled, he tightens the muscles of the torso and, when while they dance, keeping this up for hours without any appearance of weariness. They use a great variety of vocal notes, whose high pitch, shrill, insistent appeal, going on all night, has a hypnotic effect even on the listener who does not understand a word of the prayer. The songs and dances all contain a note of insistent urging, which seems to reflect a deep ancestral fear and a desire to escape from any gods.

ROBERT BRAINE

.....

Q.1179 The patient is a

Various Sizes in Violins

The Spiccate Bowing

Beginning At Sevennoon

I think the so-called "Paganini secret" is the "bank." There is no such thing. The best thing is for you to go through the conventional method with a first rate teacher. Go to the Juilliard School of Music in New York (address in the New York phone book) and ask their advice. This is one of the greatest schools in the world.

Malibeu and Delleriot

Mechanical Violins

Varnish of Cremona Makers

Student Conferences

About the Left-Handed Violini

Stuttering generally results when a left-handed child is made into a right-handed one. Awkwardness, irritability, a sense of failure and inferiority, and sometimes a serious mental and physical backwardness may result from the same cause. In some it does no harm whatever, and the child comes out able to use either hand equally efficiently—a considerable advantage. But it is a poor risk.

Decorated Violins

F. 2.—Violins, decorated on the back with castles, and so on, with mother of pearl trimming and in-lays of various kinds, are not especially valuable, as a rule. Occasionally we find one answering to this description, and made by a really good maker, which is of better quality. Violins with heads of animals, men, infants, and scrolls, are in the same class, cannot be said to have the value of your violin without any loss to it. If you sell your violin at any time, take your violin with you, and get the opinion of an expert. An expert can tell the value of a violin only if he has it in his hands. Written descriptions, photos, and so on, of the violin are of no use.

THE SECRET OF VIOLIN TONE

Best, A. V. L. SCHWENN HAYWARD, U.

*for
the
YOUNG
VIOLINIST*

CONTENTS: Playing on the Open Strings: 1

8. Drums: Gr1; 5—Soldier Lion, Introducing
9. Lullaby: 5—Nursing Lion, Introducing (S)
10. Coates: 12—Fireflies, Introducing the Third
Box: 15—Folk Dance: 15—The Princess (Familiar)
11. The Peacock (Founded on Scale of G Major)
12. March, "Our Class." Easy piece, if *nativo* music
to the page it is a "really truly" *nativo* solo
Practical application to any system of teaching—
under headings in the table of contents. For each
the selection should be made from numbers 10, 11,
number 17. The piano parts have been kept well

PRICES: Viola & Piano (bound separately)
Piano Book only

WALTER JACOBS, INC.

WRITE FOR FREE

Booklets of available Period and Conventional Design Consoles, Super-Scala Grand Pianos and Solist or Electrically Operated Organs.

Music Teachers: write for special proposition.

PROTECT your —
Precious RECORDS!



Get this smartly-styled photograph cabinet, add real beauty to your room, and guard your photographs against damage. TONKabinets are available in sizes for all record collections; in styles for all rooms. See your dealer or **WRITE FOR free folder** and nearest dealer's name. **TONK MFG. CO.** (Dept. 100)

TONKabinets &
—for sheet music—
—for phonograph records—

Fraser Violins
Faithful copies of "The Messiah,"
Sindivari's most famous violin. Sub-
lime tone quality and great carrying
power. Free historical booklet.
Expert repairing and revoicing.
CHELSEA FRASER, M.V.M.
2025 Stark Street Saginaw, Michigan

FINE VIOLINS—OLD and NEW
 Price list free on request
 E. H. BORING, 1922 Niagara Ave., Evanston, Ill.
 Send 25c for copy of Chicago Publication
 "VIOLINS and VIOLINISTS"

LAND Twenty-One

LAND MELODIOUS SOLOS

of Positive Worth

By ROBERT W. GIBB

First Finger: 6—Roundings; 7—The Swing;
Second Finger: 10—Merry-Go-Round; 11—The
er: 13—Centurion; 14—The Swan; 15—The

10—Gavotte (Founded on Scale of A Major; selected for a duet on the tuba).

ness or private—is facilitated by recognition of this

12: if the study is in the key of D major, assess
 then the score of the answer about the key.

\$1; Violin Book alone (without record), 36c.

20 Boylston St., Boston, Mass.

The BERNARD WAGNESS PIANO COURSE

- PREPARATORY BOOK (For Youngest Beginners) Pr., \$50c
- • BOOK ONE (A First Grade Book for Beginners) Pr., \$1.00
- • • BOOK TWO (Practical and Interesting) Pr., \$1.00
- • • • BOOK THREE (Solid Advancement) Pr., \$1.00

THE ENSEMBLE BOOK OF THE BERNARD WAGNESS PIANO COURSE

(Duet and Second Piano
Parts to Pieces in Book One)

Price, 75 cents

This book provides Duet and Second Piano parts for pieces in Book One of the Bernard Wagness Piano Course. It is published in response to an insistent demand from piano teachers regularly using this course in first piano instruction. These Solo and Second Piano parts can be played by the teacher, parent, or a slightly more advanced pupil.

BERNARD WAGNESS PIANO COURSE PREPARATORY BOOK

Its new, logical, and practical procedures lead to real achievements with very young beginners. The tactile, neural, mental, visual, and rhythmic faculties are co-ordinated in synchronous use through phrasing reading. A most helpful preliminary book to any piano course or method.

Price, 50 cents



Published by
**OLIVER
DITSON CO.**
THEODORE PRESSER CO.,
Distributors
1712 Chestnut Street
PHILADELPHIA, PA.

FREE
TO ANY
PIANO
TEACHER

TEACHER'S
MANUALS
FOR THE
Preparatory Book
and Books 1 & 2
of the Wagness
Piano Course

SUPPLEMENTAL BOOKS

SECOND YEAR ETUDES

For Developing Style and Velocity
By BERNARD WAGNESS

Price, 75 cents

Musical studies to supplement the pupil's work in Book Two, or at any second grade instruction book.

TECHNIC FUNDAMENTALS

By BERNARD WAGNESS Price, 40c

A book for the teacher, with illustrations of left-handed exercises.

BERNARD WAGNESS PIANO COURSE BOOK ONE

This book may be used to follow the Preparatory Book, or as a very first instruction with the average piano beginner. It contains the most complete presentation of reading cards covering three octaves, exceptional rhythmic drills, perfect treatment of keyboard harmony fundamentals, ear training, and technique, combined with interesting musical pieces to play.

Price, \$1.00

BERNARD WAGNESS PIANO COURSE BOOK TWO

Reading material covering five octaves is introduced, there are thorough drills on the triads, melody and harmonic intervals, the scales, the tonic, subdominant, and dominant chords. Presents clear rhythmic drills and ear training correlating with the previous keyboard harmonic developments.

Price, \$1.00

BERNARD WAGNESS PIANO COURSE BOOK THREE

Materials selected from Foster and other popular writers of folklike songs, combined with the classics, selected etudes, and original compositions, make this a most interesting book for the student of this grade. Presents all major and minor scales and revolutionary methods of chord analysis. Compares illustrations of music problems involving the arm, hand and fingers.

Price, \$1.00

OLIVER DITSON CO., Distributors
THEODORE PRESSER CO., Distributors
1712 CHESTNUT STREET, PHILADELPHIA, PA.

Gentlemen—Please send me the FREE of any cost the Teacher's Manuals on divided below—

- ☐ TEACHER'S MANUAL FOR THE PREPARATORY BOOK OF THE BERNARD WAGNESS PIANO COURSE
- ☐ TEACHER'S MANUAL FOR BOOK ONE OF THE BERNARD WAGNESS PIANO COURSE
- ☐ TEACHER'S MANUAL FOR BOOK TWO OF THE BERNARD WAGNESS PIANO COURSE

Name _____

Address _____

Lord Byron in Romantic Music

(Continued from Page 78)

of Tschakovsky found a most grateful subject in Byron's Manfred. Perhaps, like Schumann, Tschakovsky found in the frenzied outpouring of Manfred's soul a parallel of his own woes. Like Schumann, too, he threw his heart and soul into the composition, and his own words tell us that at times he, too, became a Manfred.

Byron Supplied Opera with Perfect Hero

Lord Byron in opera seems at first an impossibility, for not one of his plays achieved success as an opera. Nevertheless, Byron left a very real imprint in this field of music, for he furnished composers and librettists with a ready-made hero who fitted to a nicety into operatic scenes. This hero was a composite of Byron's heroes—Lara, The Corsair, The Giaour—and was Byron's own idealized personality. Strikingly handsome, with black curls and high, pallid brow, he was shrouded in mystery. Sometimes he was an outlaw, but always a noble man. Around him was an aura of stifled grief, sorrow, and remorse, yet he fought back and seemed to challenge the evil spirits to do their worst. Of course this hero was always a boy in his twenties; this love was unrequited, or circumstances made it impossible for him to do more than to adore his beloved at a distance. In short, the Romantic hero was a man who through no fault of his own was condemned to endure stoically all manner of suffering; and then to let the world know, without being too explicit, that he did suffer. Sir Walter Scott gives us a picture of this hero in the role of Ravenswood in "The Bride of Lammermoor."

Reverend as known as Edgar in the opera, "Lucia di Lammermoor." He had suffered the loss of his estates and was further wronged by being misrepresented to the girl he loved, Lucy, in the same work, is typical of Byron's heroines. However bad the poet may have painted his men characters, the women of his poems are chaste creations of loveliness, clinging vines who live only in the love of one man and, when he is actually or apparently false to them, find refuge in insanity or death.

French writers seized the Byronic hero with avidity, and a number of Victor Hugo's dramas show this influence in the leading characters. Most important of these that have become famous as operas are "Hernani" and "Le Roi Samson" (Loh-Rwah Sam-see). Both of these were set to music by Verdi, the former better known as "Ernani" (Air-nah-rah) and the latter "Rigoletto" (Ree-goh-let-to).

Ernani is the hero turned against society. Wronged, he becomes the mysterious head of a band of rebel

mountaineers. He is called Ernani but in reality is John of Aragon. Marked for tragedy, he falls victim of his enemy's dagger as he is about to realize his greatest happiness.

Rigoletto, although not a noble, is the Byronic type. His cloak of mystery is deep. His sole interest in life is his daughter, Gilda, (Jee-de-uh) and the memory of his dead wife, "Who loved me too" deformed and poor. Gilda herself knows no more of her mother than just that Gilda is cursed by his enemies; and, just at the moment when his plans for revenge seem complete, he finds that he is the one who has been duped and his own daughter, instead of the wicked duke, has been killed. The duke singing his song of the fickleness of women, at the moment the lovely Gilda sacrifices her life for him, gives another touch of irony that Byron loved so well.

"Lucresia Borgia", (Loo-kree-tya Borge-ah) based upon a story by Victor Hugo, shows the influence of Byron. Luscious, mysterious and relentless, exhibits a number of characteristics of the Byronic hero in feminine form. Like the Duke in Byron's "The Two Foscari", she is responsible for the death of an adored son and meets death by poison.

Muricio in "Il Trovatore" is another Byronic hero. Chastened of his birthright by kidnapping and is reared in a gypsy camp. He does not show the bitterness associated with Byron, but he is destined by fate for a tragic end. Death coming at the hands of his brother, who is ignorant of the relationship, is another manifestation of the Byronic irony of fate.

Scribe (skree-bee), author of the many librettos for operas of this period, also felt the influence of Byron. He asked the genius and skill of the Englishman, so we find much that is gratifying. There is the glaring juxtaposition of love and hate, good and evil, unnatural situations such as in "Robert, le Diable", a father unwittingly giving command to a firing squad whose village kills his daughter in "Les Huguenots"; (Lays Hu-gen-ten-ty) and the hero in "Le Prophète" there is the redeeming feature of their religion and liberty. In them we find an echo of Irrepressible Conflicts in Byron's "Mariano Falcato":

"They never fail who die
In a great cause,
They but augment the deep and
sweeping thoughts
Which overpower all others and
conclude

The world at last to freedom."
Let our final memory of Byron be that of his brilliant personality, his "deep and sweeping thoughts" reflected both in music and literature, which moved Europe more profoundly the century in which he lived.

The Language of the Composer

(Continued from Page 83)

connections between, all pointing to a superstructure of Turkish influence on the Finno-Ugrian. I also wish to point out that I did not go to the folk music of the Turkish towns, or even to the country regions, but to the nomads themselves. Their music is many thousands of years old, and even today, strangely pure and intact. Bartók himself once wrote, "I think, should have been completely inundated as an original composer beneath this submergence and identification with the folk sources of his land. Nothing, on the contrary, could be less true. In seemingly opposite poles of development, but in reality one of the most parallel, since the freedom given him by the folk song proved incalculable to his creative flight, Bartók became more radical, dissonant and austere in his harmonic use and melodic flow, as his researches deepened. The "Fourteen Bagatelles, Op. 6" for piano, composed in 1908, which created a sensation at the time, for their independent patterns and unresolved dissonances, were the first results in this direction. This was continued with works like the "String Quartet No. 1, Op. 7" and the "String Quartet No. 2, Op. 17"; the opera, "Bluebeard's Castle"; the two ballets, "The Wood-sprite Prince Ballet, Op. 13" and "The Wonderful Mandarin Pantomime"; and the "Sonata No. 2 for Violin and Piano," the very apex of his individual style and expression.

At the same time Bartók arranged, set for voice and piano, for piano alone, or for violin and piano, and put to general use the folk material at his disposal. Some of these arrangements and settings are the most stylistic and artful constructions that have ever taken form. The "Three Rondos on Folk Tunes" for piano (1916-27) and the "Twenty Hungarian Folk Songs" for voice and piano (1929) are particularly excellent examples of the manner in which his individual harmonic and tonal palette and forceful rhythmic patterns are united with the archaic and modal melodies.

Then again, there are works like the two *Rhapsodies* for violin and orchestra and the *Rhapsodies* for violin and piano, and violoncello and piano, respectively, compositions which pour out the folk element with a clarity and poignancy scarcely to be found either in Brahms or Liszt. That is the creative, three-dimensional Bartók: the ability to give inimitable form to folk melody and meaning through artful life and meaning through artful presentation, while yet retaining their primitive character and the

fantasy and invention to raise edifices of sound and form demanding no other justification.

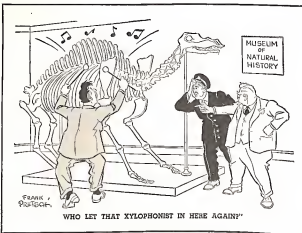
What is the secret? Bartók, of course, could not answer. But one can do no better than to recall what he had already said: "It is not enough to have the will; one must also be capable."

The dangers of folk identification through wishing, rather than through impulse, have been no better summed up than by Bartók himself.

"The appropriate use of the folk song material is not, of course, limited to the apocryphal introduction or imitation of these old melodies, or to the arbitrary thematic use of them in works of foreign or international tendencies. It is rather a matter of absorbing the means of

this time. Before that, from about 1918 to 1924, my work is more radical and more homophonic.

"With maturity, it seems to me, comes the wish to economize—to be more simple. Yes, this may account for similar trends in the music of the other composers of my generation. Maturity is the period when one finds the just measure, the middle course which best expresses his own musical personality. The young composer is inclined to give everything he has at once. If I could write my first quartet again, I would not write it the same way, naturally. To-day, I see in it some superfluous material and some resemblance to Wagner. My last quartet, the fifth, is a more individual work. As for the composer's individual style—there is no explaining it, other



musical expression hidden in them, just as the most subtle possibilities of any language may be assimilated. It is necessary for the composer to command this musical language so completely that it becomes the natural expression of his musical ideas."

Bartók, who belongs to that group of musical innovators headed by Schönberg (shün-bérkh) and Stravinsky (strá-vén-ské), a group with which all the pre-war and post-war radical harmonic and rhythmic devices are associated, does not at all agree with the conception that the ideas which they advanced were revolutionary.

"The period—speaking roughly—from 1910 was not revolutionary at all. In art that is not possible. In art there are only slow or fast progressions. It is essentially evolution, not revolution.

"I myself, I believe, have developed in a consistent manner and in one direction, except perhaps from 1928, when my work became more contrapuntal and also more simple on the whole. A greater stress of tonality is also characteristic of

than that it must come from himself."

The compositions which fall into this completely mature period are the Third, Fourth and Fifth String Quartets; the two Concertos for Piano and Orchestra; the "Cantata Profana"; Music for String Instruments, percussion and celesta; the "Sonata for Two Pianos and Percussion"; the "Concerto for Violin and Orchestra"; the Dances for the Divertimento for string orchestra (1939).

A work with which Bartók has been occupied for more than ten years, is "Mikrokosmos," a collection of one hundred and fifty-three piano pieces. A virtuoso pianist himself, much of Bartók's work is written for the piano, where his singular harmonic style and idiom are no dancer and melodies than of folk original pieces. "Mikrokosmos" is manual for composers. Teaching material approaching contemporary

harmonic idioms has long been lacking. Now for the first time, piano students will be able to bridge the gap between nineteenth century studies and twentieth century music, in carefully graded pieces from the simplest constructions in the diatonic scale through the most complex major-minor possibilities and polytonal structures so intrinsic to Bartók's musical personality. At the same time, from the easiest examples of unison and canon writing to the introduction of harmony first simple, then complex, the composer's training is telescoped to the last detail. It is truly a "Mikrokosmos" both in the presentation of the whole range of pianoforte technique, to the utilization of the harmonic resources of several centuries.

Bartók was about to be asked to talk about "Mikrokosmos," (mee'-ko'-kos-mos) but the time was up, and the busy visiting composer, here for the second time in more than twelve years, arose to attend to another appointment.

Musical Films and Their Makers

(Continued from Page 84)

looked me up. The result of our meeting was that Feyder invited me to score the picture on which he was then at work. It was "Knight Without Armor," and starred Marlene Dietrich. Although I had experience in composing scores for film requirements, I took the assignment—and I've been in motion picture work ever since!"

Since then, Rozsa has composed the scores for ten motion pictures, including "Thunder in the City," "The Squatter," "Four Feathers," "U-Boat 29," "Ten Days in Paris," and "The Thief of Bagdad." Most of these were for Alexander Korda pictures, and it was Korda who brought the distinguished young Hungarian composer to Hollywood, where the score for "The Thief of Bagdad" (begun in London) was completed. Rozsa intends to remain here, feeling that the musical world centers today in the United States, where freedom of opportunity for musician and composer alike are boundless. Rozsa's "favorable" are Shakespeare, Tolstol, and among playwrights; Rembrandt among painters; Stravinsky among composers; and the New York Philharmonic-Symphony among orchestras. His recreation from composing is playing the piano and the violin. Rozsa was recently awarded the honorary degree of Doctor of Music by the New York College of Music, in recognition of his achievements as a composer. All of which points again that the road to musical eminence, in Hollywood or out of it, does not lie along the easy terrain.

THE PIANO ACCORDION

Accordions Chords

By Pietro Deiro

As Told in Elvera Collins

LAST MONTH WE DISCUSSED accordion harmony and analyzed the Fundamental and Dominant. This month we shall continue the subject and discuss the formation of the various chords which are mechanically combined in the accordion's bass section.

It is essential that accordioneers know what combination of tones sounds when they push the different chord buttons. Those who wish to harmonize simple melodies will find this knowledge necessary. Our explanations will be simplified for the benefit of those who have never studied harmony. The instructions are brief but the important rules are clearly defined.

Example 1 shows the C major, C minor, C seventh, C diminished and C augmented chords in their various inversions; also in arpeggio form. This was taken from the text book, "The Jazz Accordionist." We shall explain the formation of these chords briefly at first and later more thoroughly.

Ex. 1

C Major
1st Pos. 2nd Pos. 3rd Pos.

C Minor
1st Pos. 2nd Pos. 3rd Pos.

C Seventh
1st Pos. 2nd Pos. 3rd Pos. 4th Pos.

C Diminished
1st Pos. 2nd Pos. 3rd Pos. 4th Pos.

C Augmented
1st Pos. 2nd Pos. 3rd Pos.



A major chord consists of the root, third and fifth degrees of the major scale. A major chord becomes a minor chord when its third is lowered one half tone. Thus the chord of C major—consisting of C, E, G—becomes C minor with the notes C, E-flat, G.

A seventh chord consists of a root, third, fifth and seventh degrees. There are six chords of the seventh, but the principal one is the dominant which consists of a major triad and a minor seventh. Thus a dominant seventh chord of C (C7) would consist of a C major triad with an added minor seventh, making the chord C, E, G and B-flat.

A diminished triad consists of a root with two minor thirds added, while a diminished chord consists of a root and three minor thirds. Thus a diminished chord built on C consists of C, E-flat, G-flat (F-sharp) and B-double-flat (A).

A major triad is augmented by raising its fifth a half tone. For example, an augmented chord built on C consists of C, E and G-sharp.

Let us now approach the subject of chord building more thoroughly by studying the intervals which are very important. The various steps of the scale are called degrees, and when two of these are considered in relation to each other we use the term "interval." Each interval has its own name, according to its mode of major or minor. It is always figured from the lowest to the highest note, including both.

Every major scale contains major and perfect intervals. The first interval is called a perfect prime; it is a zero interval, since there is no difference in pitch between its two tones. The second, third, sixth and seventh intervals in the major scale are major intervals. The prime, fourth, fifth and octave are perfect intervals. They are termed "perfect" because all other intervals change their mode from major to minor or minor to major when inverted, while perfect intervals remain perfect when inverted.

Example 2, taken from the text book "Accordion Harmony," shows (Continued on Page 137)

Highly-Esteemed MUSIC TEXT BOOKS By CLARENCE G. HAMILTON

OUTLINES OF MUSIC HISTORY

Although titled "outlines," this history is historical in thousands of libraries as a most authoritative work. The author's endeavor to make it also a source of music appreciation is probably best exemplified by the following excerpt from the Preface: "I know of no more fascinating pursuit than that of tracing the steps by which mere untrained sounds have been moulded, through ages of subtle invention, into a medium for expressing some of the grandest and most creative of human thoughts."

Cloth Bound—Price, \$2.25

SOUND, AND ITS RELATION TO MUSIC

Every intelligent musician should be familiar with the physical laws which underlie his art. Here is a compact statement of these laws and of the chief facts, theories and experiments in accordance with which they have been formulated. A most valuable reference or text book.

Cloth Bound—Price, \$1.50

EPOCHS IN MUSICAL PROGRESS

To appreciate the music one hears, the listener should have some understanding of the trend of musical development and some knowledge of what has gone before. This volume gives a bird's-eye view of the field of musical endeavor and traces the story of its growth. Its eight chapters are illustrated, pictorially and musically, and give lists of reference books for collateral reading.

Cloth Bound—Price, \$1.50

MUSIC APPRECIATION

Based on methods of literary criticism, this is an especially fine book in place in the hands of one who wishes to familiarize himself with the great works of the masters, to learn about their houses, to be able to listen to them with a quickened hearing and real understanding. There are 24 portraits, 28 diagrams and over 200 musical cuts in color.

Cloth Bound—Price, \$2.50



OLIVER DITSON CO.

THEODORE PRESSER CO., Distributors

1712 Chestnut St., Philadelphia, Pa.

WHY you should choose Pietro
for your Accordion or for Lessons...

Pietro Deiro is a world famous accordionist and composer. He has written and arranged over 1000 pieces of music for the accordion. He has also written and arranged over 1000 pieces of music for the piano. He has also written and arranged over 1000 pieces of music for the violin. He has also written and arranged over 1000 pieces of music for the cello. He has also written and arranged over 1000 pieces of music for the double bass. He has also written and arranged over 1000 pieces of music for the trumpet. He has also written and arranged over 1000 pieces of music for the trombone. He has also written and arranged over 1000 pieces of music for the tuba. He has also written and arranged over 1000 pieces of music for the euphonium. He has also written and arranged over 1000 pieces of music for the baritone. He has also written and arranged over 1000 pieces of music for the tenor. He has also written and arranged over 1000 pieces of music for the bass. He has also written and arranged over 1000 pieces of music for the voice. He has also written and arranged over 1000 pieces of music for the guitar. He has also written and arranged over 1000 pieces of music for the mandolin. He has also written and arranged over 1000 pieces of music for the banjo. He has also written and arranged over 1000 pieces of music for the fiddle. He has also written and arranged over 1000 pieces of music for the harmonica. He has also written and arranged over 1000 pieces of music for the autoharp. He has also written and arranged over 1000 pieces of music for the dulcimer. He has also written and arranged over 1000 pieces of music for the zither. He has also written and arranged over 1000 pieces of music for the concertina. He has also written and arranged over 1000 pieces of music for the squeeze box. He has also written and arranged over 1000 pieces of music for the washboard. He has also written and arranged over 1000 pieces of music for the tambourine. He has also written and arranged over 1000 pieces of music for the castanets. He has also written and arranged over 1000 pieces of music for the maracas. He has also written and arranged over 1000 pieces of music for the bongo. He has also written and arranged over 1000 pieces of music for the conga. He has also written and arranged over 1000 pieces of music for the timbale. He has also written and arranged over 1000 pieces of music for the snare drum. He has also written and arranged over 1000 pieces of music for the tom-tom. He has also written and arranged over 1000 pieces of music for the cymbal. He has also written and arranged over 1000 pieces of music for the triangle. He has also written and arranged over 1000 pieces of music for the bell. He has also written and arranged over 1000 pieces of music for the gong. He has also written and arranged over 1000 pieces of music for the chime. He has also written and arranged over 1000 pieces of music for the xylophone. He has also written and arranged over 1000 pieces of music for the vibraphone. He has also written and arranged over 1000 pieces of music for the steel drum. He has also written and arranged over 1000 pieces of music for the maraca. He has also written and arranged over 1000 pieces of music for the guiro. He has also written and arranged over 1000 pieces of music for the rattle. He has also written and arranged over 1000 pieces of music for the shaver. He has also written and arranged over 1000 pieces of music for the sand block. He has also written and arranged over 1000 pieces of music for the water bottle. He has also written and arranged over 1000 pieces of music for the egg shaver. He has also written and arranged over 1000 pieces of music for the coconut shaver. He has also written and arranged over 1000 pieces of music for the nut shaver. He has also written and arranged over 1000 pieces of music for the seed shaver. He has also written and arranged over 1000 pieces of music for the bean shaver. He has also written and arranged over 1000 pieces of music for the pea shaver. He has also written and arranged over 1000 pieces of music for the lentil shaver. He has also written and arranged over 1000 pieces of music for the chickpea shaver. He has also written and arranged over 1000 pieces of music for the garbanzo shaver. He has also written and arranged over 1000 pieces of music for the fava shaver. He has also written and arranged over 1000 pieces of music for the broad bean shaver. He has also written and arranged over 1000 pieces of music for the kidney bean shaver. He has also written and arranged over 1000 pieces of music for the pinto bean shaver. He has also written and arranged over 1000 pieces of music for the black bean shaver. He has also written and arranged over 1000 pieces of music for the navy bean shaver. He has also written and arranged over 1000 pieces of music for the lima bean shaver. He has also written and arranged over 1000 pieces of music for the cannellini bean shaver. He has also written and arranged over 1000 pieces of music for the chickpea shaver. He has also written and arranged over 1000 pieces of music for the garbanzo shaver. He has also written and arranged over 1000 pieces of music for the fava shaver. He has also written and arranged over 1000 pieces of music for the broad bean shaver. He has also written and arranged over 1000 pieces of music for the kidney bean shaver. He has also written and arranged over 1000 pieces of music for the pinto bean shaver. He has also written and arranged over 1000 pieces of music for the black bean shaver. He has also written and arranged over 1000 pieces of music for the navy bean shaver. He has also written and arranged over 1000 pieces of music for the lima bean shaver. He has also written and arranged over 1000 pieces of music for the cannellini bean shaver.

PETRO DEIRO ACCORDION HEADQUARTERS
1227 W. 42nd St., New York, N.Y. 25th St. at 6th Ave. Phone, BR 4-1111. Radio City, N.Y. 42nd St. at 6th Ave. Phone, BR 4-1111.

JUST OUT!

1941 ACCORDION
MUSIC CATALOG
OF
1200 ARRANGEMENTS AND 150 FOLIOS.
SENT FOR 5c POSTAGE
ADDRESS DEPT. E
O. PAGANI & BRO.
289 Bleecker St., New York, N.Y.

SEE IT, TRY IT.
You will want to play it.

PETRO DEIRO ACCORDION HEADQUARTERS
1227 W. 42nd St., New York, N.Y. 25th St. at 6th Ave. Phone, BR 4-1111. Radio City, N.Y. 42nd St. at 6th Ave. Phone, BR 4-1111.

Excellent Text Books
by
DR. FRANCIS L. YORKE

Harmony Simplified 1.50
Counterpoint Simplified 1.50
The simplest and clearest presentation of these essential subjects.

OLIVER DITSON CO.
Theodore Presser Co., Distributors
1712 Chestnut St., Philadelphia, Pa.

"This generation is too absorbed in sport and those excitements which appeal to the brain only. It rests with a limited number of genuine enthusiasts of intelligent tastes to restore the good old times when keen discernment made for elevation.—W. H. Braze in The British Musician.

Practical Hints for Training the Conductor

(Continued from Page 99)

this translation so distinctly that it shall be understood by those to whom his speech (interpretation) is addressed.

Now, while the capacity to be skillful is given by Nature to different persons in greater or less degree, skill itself does not spring *Miravivale* from the brain; any general skill must be cultivated. Sometimes the cultivation is easy; at other times it may be painful; but cultivation must go on, by one method or another, faster or more slowly, according to individual temperament, circumstance and application.

Physical Training, as Well as Musical, Is Demanded

How to draw all that he has into the focus of an acceptable performance is the problem that calls for more physical training than many observers imagine. The necessity for quick physical and mental coordination has already been mentioned. In conducting, this is even more important than in singing or in playing a solo instrument. In the latter case, the performer is required to be master only of himself, his voice, clarinet, flute or trumpet. In the former, the performer deals with multiple voices and instruments, and his mastery must extend from himself to them. If his coordination is out for the minutest fraction of a second, and if his reflexes are not in perfect working order, the performance will suffer. What chess players call "a loss in tempo," meaning the loss of time spent in a foolish move, will be the result.

To train his body should be one of the conductor's tasks, since during the performance he can express himself to the orchestra solely through physical movements, facial miming and all the intricacies of what may be called "sight signals" in contradistinction to "sound signals." In order to make this physical activity the manifestation of imaginative agility, the conductor needs a body that is responsive to instantaneous demands. More than other musicians he must rely on physical or motor consciousness. A violinist or pianist has always his instrument under his hand. The conductor must establish the same control at a distance.

Training often begins with the correction of bad habits, such as a stiff, "numb" hand, want of independence and freedom in necessary movements, and lack of "motor" irradiations, as, for example, an unwarranted movement of the elbow in connection with a gesture of the hand, an inclination to parallel movements of both arms, and the like. If the pupil is free from such habits he will suffer from con-

fusion the first time his attention is diffused, when it becomes necessary, let us say, simultaneously to keep under control the line of a musical performance with one hand and with the other to correct an occasional defect in intonation or rhythm. Even if no one in the orchestra needs correction at the moment, the conductor whose movements are "tied" will be unable to master the elements of polyrhythmic passages.

If the conductor stands badly, the rhythm of his arms and hands will be affected. If he shifts from one foot to the other or takes unnecessary steps, if the movement of his

to movements of hands and fingers; gestures of the hands; poise, and turnings of the head; movements of the body as a whole (as in turning from left to right and vice versa), and combined movements.

I practice these or similar exercises myself. In studying a score, in planning how I am to interpret it, I strive for the quickest and surest means of making myself understood. Therefore I may experiment, in the privacy of my studio, with different gestures, and practice the one which finally seems the most effective. But of course my exercises are worth something only if they are carried out conscientiously and with intelli-

tions. The more this is so, the truer is the balance. And if the inner potential qualities of the artist require balance, the same is true in regard to the relation between artistic qualities and technique. One cannot outstep the other if the balance is to be maintained. Both elements must be so perfectly adjusted that they present an organic and harmonious whole. When the conductor has achieved this balance we can then say of him that he is literally a maestro.

A Star Enters Her Teens

(Continued from Page 75)

followed her career. If she can hum tunes in her crib at fifteen months, charm Paul Whiteman at six and scintillate among Hollywood's film notables at eleven and twelve, what will she do next? With such a star it would seem that almost anything might happen in the next dozen years.

Pirating Parnassus

(Continued from Page 100)

listener is haunted for days by a vague resemblance he cannot quite clarify. It may be argued that a mere coincidence of note sequences, differently accented and colored, is not really a "steal"; it is possible that two men, with only twelve hit notes at their disposal, might well hit upon the same sequence in building their melodies. Still, certain similarities are striking.

There is a strong resemblance, whether purposeful or accidental, between *Marcheta* and the climax of the theme of the *Overture to "The Merry Wives of Windsor"* by Niccolò (né-kò-lo); between *Here Comes the Man with the Mandolin* and an old German drinking song, *Immer Nock Ein Troepchen*; between *Ti-Tin* and the Waldteufel waltzes; *Garden Scene* from "Faust"; the chief transitions in *Bloom* and one of the transitions in *Johann Strauss' Waltz, Voices of Spring*; between *Jerome Kern's Till The Clouds Roll By* and a German folk-song *Wir Heften Gebabel ein Städtchen Johnny*; between the breathless *Oh, Here, a bit of the dance-crazed period* around the time of the World War.

Ha! Ha! the *Gang's All Here* was evolved from a chorus in *Pirates of Penzance*. It's a long, long, long pedigree. Its verse derives from *Has Anybody Here Seen Kelly* ballad, its chorus from an old Irish ballad, *Sileen Alanna*, often sung by Tony Pastor. The Prisoner's Song bears a kinship to an old topical ballad, *The Train That Never Returned*, both reflecting a primitive



head is out of harmony with the movement of his hands, if the left hand is unhythmically out of alignment with the right (though both must be independent) he will upset the pulse and disturb the general impression. The conductor also needs to eliminate any little personal mannerisms that may interfere with getting his message across. People in an audience can shut their eyes if a pianist tosses his head or a fiddler indulges in grimaces; but the members of an orchestra literally cannot shut their eyes to what someone once called the "idiosyncrasies" of a conductor, and if these are either annoying or funny the players cannot do their best.

Definite Exercises Recommended

In my forthcoming book on conducting I have a chapter on physical exercises, illustrated with anatomical diagrams. It deals with questions of correct breathing; posture; "stance"; controlled muscular relaxation; arm movements, correlated

gent application to the business in hand. One must not forget that the aim of physical training is not only to train the body but to strengthen rhythmic feeling as an active factor of the will, and to strengthen the coordination which must exist between mind and body. Sometimes I am asked if I recommend sports for the conductor. I reply, "Yes, if it is better than tennis, as it does not tax the hand, wrist and arm so heavily. Fencing is something I should like to see included in the curriculum of every music school.

In order to solve all the problems which confront him and to fulfill all the tasks allotted to him, the conductor must know how to use his technique. All these are attributes in an understanding of the silent and general culture are so difficult to define their mutual rela-

folk-style that assured popularity in two ages of markedly different ideology, over a generation ago.

Many of the hits of Rudolf Friml, who came to this country as an accompanist for Jan Kubelík (koo-bé-lik), echo folk airs of his native Bohemia. One of the most interesting resemblances is to be found between Wagner's *Die Walküre* and Góte's *Hansel*, which latter is arranged from Dvořák's (dvór-shak) "Symphony from the New World" in its turn, was inspired by Negro folk melodies. A borrowing without any geographical sense at all is the similarity between *On the Beach* at Bell-Bu and a Swiss yodel, and by playing with the notes you can

Brahms' *Wiegenlied* (vée-gen-leeed) (*Lullaby*) is identical with the "Him comin'" refrain of *Old Black Joe*. Weber, Liszt, and Grieg drew on the folk music of their people. Mozart borrowed from Dupont. Charles Wakefield Cadman used native Indian material in *From the Land of the Sky Blue Water*. Thurston Lieurance adapted an Indian melody, setting it to an exquisite harp-like accompaniment in *By the Waters of Minnetonka*. Schumann interpolated *The Marseillaise* into *The Two Grenadiers*. Perhaps the climax of borrowing was reached when the Russian modern, Shostakovich, used Vincent Youman's popular *Yea For Two* as the theme of a symphony.

Most great composers have gone in for periods of "indigence"; some—Dvořák (dvór-shak) for instance—have advocated stronger nationalism in music by studying and utilizing folk themes. Indeed, his "Symphony from the New World" was begun with the purpose of blazing the trail in this direction for his American pupils, during his period of activity in New York City. But such influences are quite different from lifting complete thematic phrases and accenting them in jazz time. Whether or not the practice is good is a question each one must decide for himself—regardless of the copyright law. In any event, it is a custom that has taken root among our

purveyors of popular tunes, and there is no immediate indication that the roots are shriveling.

There is a good chance that next season's hits may derive from Bach and Beethoven, both of whom have thus far been somewhat neglected by jazz time borrowers. There is an equal chance, however, that the feet of Tin Pan Alley may mount upon a path even more desirable than Bach and Beethoven—the path of completely original composition.

"Music is a spiritual art; it should elevate and enrich life with beautiful thoughts, feelings and experiences. These vital things are lost by having in most modern music."
—Sergei Rachmaninoff.

Ex. 5



arrive at Lehar's *Fraserquella Serenade*, My Little Nest of Heavenly Blue, or the César Franck "Symphony in D minor."

Popular songs have often been manufactured by band leaders, Paul Whiteman, Tommy Dorsey and others, who have simply played classic melodies in dance rhythms. Whiteman made a great success with his arrangements of *Pale Moon*, *Song of India*, *To a Wild Rose*, and *Chansonette*. Martha came, ready-made, out of Flotow's opera: *Shabby Old Caddy* from the *Cosmopolites* at Moscow; while Tschalkovsky (tshá-e-kóif-shki) is originally responsible for *No Star is Lost*, *Our Love*, and *Horses*. A whole battery of nursery rhymes—*A Tisket, a Tasket*, *Where Has My Little Dog Gone?*, *Stop Beating Around The Bushes*—and so on have lent themselves to hits, even as *Lucy Locket Lost Her Pocket* lent itself, long ago, to *Yankee Doodle*.

It is amusing to see what can be done by rearranging those twelve little half tones of the scale. Sing the dignified four tones of the Westminster chimes. Sing them in reverse order, and you have *How Dry I Am*. Now sing this song in waltz tempo, and you have *The Merry Widow Waltz*. Irving Berlin cleverly and frankly interpolated a bugle call into Alexander's *Ragtime*. Bawd, and George M. Cohan arranged one of the finest marching songs of all time by using it in *Over There*. Another earlier Berlin interpolation is of Mendelssohn's *Spring Song* in *That Memorable Mendelssohn*. There, the most gracious form of legitimate borrowing.

Actually, there is nothing new about the principle of tune borrowing. Haydn's music is filled with Croatian melodies; the first phrase of the Austrian Hymn comes from a folk song. *The Star Spangled Banner* is a taking over of John Stafford Smith's *Anacron in Heaven*. Brahms was markedly influenced by Beethoven, and the introduction to

Bob Jones College

... You can



Develop musical talent and appreciation while acquiring a Liberal Arts education.

Prepare for professional or teaching position by earning a Bachelor of Arts degree with a major in music.

Equip yourself for useful full-time service in the ministry of music.

with no additional cost . . .

above regular academic tuition for private instruction in voice, piano, violin, pipe organ, or speech.



Bob Jones College strictly limits its attendance to carefully selected students from the best homes in all sections of America and many foreign countries.

Bob Jones College believes that cultural training and development of talent should go hand in hand with a deep, personal Christian experience and should be colored by a Christian philosophy of life.

Bob Jones College is a Liberal Arts College, and the wide variety of courses offered includes: four-year college course . . . four-year high school course . . . four-year secondary teachers' course . . . two-year and four-year elementary teachers' course . . . one-year business and secretarial course.

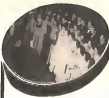
Address inquiries to

Dr. Bob Jones, Jr., Acting President

Bob Jones College

Cleveland, Tennessee

Located in the beautiful Tennessee Valley section of the Old South, Bob Jones College is fully accredited as a four-year institution by the Department of Education of the State of Tennessee. Credits are accepted by leading graduate schools in all sections of the country.



The Musical Air Waves

(Continued from Page 35)

and Milton Kaye, pianist, are the performing artists. This is their third season on the air. The two artists began their recitals two years ago, believing that the viola, although an important unit in the orchestra, was not heard sufficiently as a solo instrument. Through their broadcasts of old and new sonatas for viola and piano, they have stimulated, in the music of the viola, the interest not only of general listeners, but also of composers and musicians. This season they are playing sonatas by the recognized classic and modern composers, as well as introducing compositions by young contemporaries who have been inspired, through these programs, to write for the viola.

Recently we spoke of Russell Bennett, the American composer, and his radio program called the "Russell Bennett Notebook," heard Sundays 7 P. M., EST over the Mutual network. As a sponsor of novelties, Bennett has few peers. Fan mail for a radio show being somewhat of a novelty for him, he seems to have found inspiration in the letters of his admirers; for recently he selected a typical letter, used its contents as lyrics, and arranged them in a composition for chorus and baritone. The new Bennett work, untitled at the time of writing, will probably have been played and heard by the time this is read. Our point is that the "Bennett Notebook" is quite a show, and our readers who are interested in novel phases of Americana may do well to spend a half hour with the composer and his orchestra. Since the debut of his show, Bennett has received many comments on his music, his arrangements, and his ability as a commentator. Most of them are favorable, but a few writers have complained of the modernism of his American music. However, there is always room for a divergence of opinion on radio shows.

A defense conscious nation has been given a chance to get an inside view of Uncle Sam's expanding military camps in a couple of programs heard lately on the air. The "Vox Poppers," as the Columbia network outfit calls itself, has been jumping around lately on Thursday evenings (7:30 to 8 P. M., EST) from one military post to another, giving officers and "men com" on the duties and delights of the army. And the Mutual broadcasters have been giving us the color and human interest of life in an eastern military training camp on Sundays (2 to 2:30 P. M., EST). The emcee of these latter programs is Tom Slater, a familiar voice from New York. According to him the broadcasts are not built on a flexible basis, but are fixed formula or pattern—just a

lively and entertaining half hour, showing the many phases of camp life: on duty, off duty, from rifle range to parade ground, to mess hall, and to barracks. Occasionally star entertainers from the stage and radio are heard as they perform for the entertainment of the soldiers and their visiting relatives.

NBC's "Music Appreciation Hour," heard Fridays from 2 to 3 P. M., EST, is scheduled this month for three broadcasts—February 7th, 14th, 28th. In the program of the seventh, Dr. Damrosch will conduct the seventh concert in Series C and D, which is concerned with "The Musical Forms" and "Lives and Works of the Great Composers." The first half of the

The title of the broadcast of the fourth is "Songs of the Vaqueros," that of the eleventh "Latin-American Music." The Mexican Vaqueros, who are said to have laid the basis for the cattle industry of the West and Southwest, created a large group of passionate love songs, satirical songs, ballads of long trail drives and legends of bandits and outlaws. On the broadcast of the fourth, a group of four of these will be heard. The broadcast of the eleventh will feature representative selections from the works of Chavez, Villa-Lobos, Revueltas, and others. "Negro Spirituals" and "Religious Music" are the titles of the programs of the 18th and 28th. Fea-

Brahms' Prickly Pet

(Continued from Page 32)

not the good engraver's fault that my own portrait is not enclosed. Today, I almost regret that I behaved with my usual obstinacy (Brahms hated to sit for a portrait) for on a day like this you want to see as much in person as possible. This may explain my second gift. I still have the autograph copy of my F-major Symphony (the third). Sending it to you makes me feel that I am heartily shaking hands with you. More is not meant by it, and now I make room for the next speaker."

Brahms, the Severe Critic

Like Bruckner, Brahms used to invite young musicians to his table. But discussions with him were extremely difficult for these young men, since Brahms was convinced that everyone should go through as difficult an apprenticeship as he himself had done. Gustav Jenner (yên-ner) had a painful experience in this connection. Brahms, who held Jenner in high esteem, had offered to take him as a pupil. When Jenner came to Vienna, he received every material assistance from his teacher, who helped him find rooms and even procured a small financial allowance for him. But about his work Jenner never heard an appreciative word; on the contrary, he was bombarded with sarcastic criticisms. It was only when he had suffered this treatment for a whole year that Brahms explained his behaviour: "You will never hear a word of praise from me. If you cannot endure this your talent deserves to perish."

Another young man who often shared his meals with the master was the music scholar Eugenius Mandyczewski (mân-de-eh-ah-ski), who was later to become the editor of the *Collective Edition* of Brahms' works. While still at his summer resort Brahms arranged to meet "Mandy" for lunch at the Red Hedgehog "in the good old way," for he enjoyed discussing with this faithful follower various problems concerning the history of music, in which he also was keenly interested. Moreover, Mandy knew how to take a joke, and with him Brahms could indulge in his love of teasing. The composer, for instance, liked to tease the young man with his conquests in the women's choir which he conducted.

Sometimes the simple restaurant was used for even greater festivities. Thus, after an exquisite performance of Brahms' "Quintet in B-minor for Clarinet and Strings" by the Joachim, Quetel and the famous clarinetist, Richard Mühlfeld (müh-felt), the most important representatives of Vienna's musical life gathered here to entertain in honor of the composer. On this occasion the fair sex suffered some disappointment.

(Continued on Page 139)



program will present four excerpts from Bizet's "Carmen," and the latter half will be a Wagner program, presenting *Siegfried's Liebestod* from "Die Walküre" and the Good Friday Music from "Parsifal." The broadcast of the eighth is concerned with Series A and B—"Orchestral Instruments and Voices" and "Music as an Expressive Medium." On the first part of this broadcast, music for the trombones and the tuba will be featured; the latter half will illustrate "Human Emotions in Music." The broadcast of the 28th, again Series C and D, turns at first to "The Symphony" and two movements from Beethoven's "Symphony No. 2 in D major"; and concludes with an all-Brahms program—two movements from the "Symphony No. 2 in D major" and the "Variation for Piano, Nos. 5 and 6."

Columbia's American School of the Air has four programs in the Wellsprings of Music for February.

tured in the former will be four familiar Negro works; the latter program will consist of seven short posers.

On New Year's Day, Tony Martin, who knew singing star of screen and fifteen minutes of popular music on Wednesdays (8 to 8:15 P. M., EST), supplying accompaniments and also some instrumental numbers.

Reaching Your Goal

(Continued from Page 80)

work before he worries about firework effects of piano technique (which are, at best, of secondary importance). The wholesome goal is to develop one's pianistic powers to the best degree of which one is capable—but to be an even better musician.

SOME SEVEN OR EIGHT YEARS AGO dance orchestra leaders "discovered" the guitar and were happy to add to their existing ensembles, this new musical voice; the sonorous, enchanting tone of its strings blended beautifully with that of the other string and wind instruments and provided a background impossible to obtain from any other source. In recent months this situation has changed somewhat, and here and there we find some orchestra leader of national fame skeptical about the value of the guitar in dance ensembles. Now what is the reason for this turn about? Let us not put the blame on the instrument itself. The American manufacturers of this instrument have made wonderful strides in developing an orchestra guitar which has no superior anywhere as far as workmanship, tonal volume, or tone quality is concerned; and electric amplification has given it enough power to hold its own against trumpet and saxophone.

During a recent conversation with the writer, a well known band leader discussed the merits of the guitar and did not hesitate to put the blame right on the players themselves. "I am fond of the guitar," he said, "but to find a guitarist, who is musician enough to measure up to the other members of my band, is like hunting for a needle in a haystack." Here is your

FRETTED INSTRUMENTS

The Orchestra Guitarist

By George C. Krich

answer, guitarists. What do you intend to do about it? Are you going to let the guitar, an instrument capable of great artistic possibilities, go the way of the tenor banjo into gradual oblivion, or are you serious enough to study it as earnestly and thoroughly as the professional pianist or violinist studies the instrument of his choice?

Among some recent letters addressed to this department we found one in which our correspondent asks: "To be able to play the guitar with a good orchestra is it necessary for me to read music, or is it sufficient to play the chords from symbols? I have studied the guitar about a year and can play any chord possible, but have used symbols only." This reminded us of a remark made by a foreign music educator, who spent some time in this country teaching and was asked what impressed him most about the American student of music. "Too many of them like to take short cuts," he answered.

Now we have learned from many years' experience in playing and teaching the fretted instruments that there are no short cuts in the study of instrumental music, not if one wants to amount to something. True there are some students who can omit certain exercises, which may be necessary to others—special exercises that are intended to strengthen a finger that is weak on some hands or for some other reason—but these fingers are usually taken care of by a competent and conscientious teacher, who is in a position to select just the right studies for each individual pupil.

Once you have decided upon the orchestra or plectrum guitar, place yourself in the hands of a reputable teacher, have him guide you in the selection of a good instrument and then follow his instruction to the letter. If no teacher is available in your vicinity, get all the instruction books possible and study them carefully and slowly, skipping nothing. To those studying without a teacher

we suggest spending the one or two weeks of their summer vacation in some city where they may gain the benefit of expert instruction and advice, taking a daily lesson during this vacation period, which would prove time and money well spent.

The beginner should by all means start his studies with learning to read music, just as a child should learn his A, B, C's in order to read and write; there is nothing secret or difficult about it. Persistent daily practice will soon bring about results.

After the rudiments of music are thoroughly mastered, scale practice is in order; beginning with one octave and later extending to two and three octaves. The production of a good tone should be carefully studied. An energetic movement with the plectrum across the string downwards, directed towards the next higher string, will produce a fuller and rounder tone than picking the string with the hand moving upwards away from the string. It is well to use down strokes on all notes for some time; and when scales can be played in this way evenly and smoothly, then the alternating down-up stroke may be used. The right hand always should be held in a relaxed position; and a flexible wrist helps materially to simplify execution.

A good tone also depends on the (Continued on Page 138)

EARN A Teacher's Diploma or A Bachelor's Degree in MUSIC In Your Spare Time at Home

IN EVERY COMMUNITY there are ambitious men and women who know the advantages of new inspiration and ideas for their musical advancement. It is to those our Extension Courses are of the greatest benefit.

The most successful musician, of course, is the very busy one. Yet he is the one who finds extra time for something worth while. And to such a one Extension courses are the greatest boon. It isn't always possible to give up an interesting class or position and go away for instruction.

The home study method is equally advantageous to the beginner or the amateur. Because the work can be done at home in spare time, with no interference with one's regular work, many minutes each day may be used which ordinarily go to waste.

Look Back Over the Last Year

What progress have you made? Perhaps you have wanted to read for our catalog and sample lessons before—just to look into them. That is your privilege.

The Increased Requirement for DEGREES has Resulted in Larger Demands for the ADVANCED COURSES offered by

The UNIVERSITY EXTENSION CONSERVATORY
(Address Dept. A-235) 1525 E. 53rd ST., CHICAGO, ILL.

We offer them without obligation to you.

We are the only school giving instruction in music by the Home Study Method which includes in its teaching all the courses necessary to obtain the Degree of Bachelor of Music.

Openings in the music field are growing very rapidly. There are big paying positions for those who are ready for them.

Do you hold the Key to the best teaching position—a Diploma?

It is up to YOU. On your own decision will rest your future success. Put yourself for a bigger position—a demand larger fees. You can do it!

This Is YOUR Opportunity—Mail the Coupon TODAY!

UNIVERSITY EXTENSION CONSERVATORY, Dept. A-235
1525 E. 53rd Street, Chicago, Illinois.

Please send me catalog, sample lessons and full information regarding course I have marked with an X below.

- ☐ Piano, Normal Course
- ☐ Piano, Course for Teachers
- ☐ Piano, Course for Students
- ☐ Public School Music
- ☐ Adv. Composition

- ☐ Trumpet
- ☐ Cornet
- ☐ Voice
- ☐ History of Music
- ☐ Choral Conducting
- ☐ Clarinet
- ☐ Violin

- ☐ Guitar
- ☐ Ear Training and Sight Singing
- ☐ Mandolin
- ☐ Saxophone
- ☐ Piano Accordion
- ☐ Banjo
- ☐ Organ

Name _____ Adult or Juvenile _____

Send No. _____

City _____ State _____

Are you teaching now? _____ If so, how many pupils have

you? _____ Do you hold a Teacher's Certificate? _____ Have you

studied Harmony? _____ Would you like to earn the Degree of Bachelor

of Music? _____

Accordions

(Continued from Page 131)

a C major scale with abbreviated names of the various intervals. All other major scale intervals are named accordingly. By again considering the formation of a major triad, we have the definition that it consists of a root, major third and perfect fifth.

Ex.2



Minor scales contain minor, major and perfect intervals. A minor interval is smaller by a chromatic half-step than a major interval. Example 3 shows a C-minor scale with abbreviated names for the intervals. All other minor scale intervals are so named. This scale differs from the major in that the intervals of the third, sixth and seventh are all minor intervals. The intervals of a fourth, fifth and octave are perfect intervals in the major scale. We now have the definition that a minor triad consists of a root, minor third and perfect fifth.

Ex.3



A diminished interval is a chromatic semitone less than a perfect or minor interval. We find then that the definition for a diminished triad is that it consists of a root, minor third and diminished fifth. Notice that the next smaller interval than a major is called a minor, but the next smaller interval than a perfect is called a diminished interval.

An augmented interval is larger by one half-step than a perfect or major interval. An augmented triad is defined as consisting of a root, major third and augmented fifth.

Standard accordions do not have a special row of buttons to play augmented chords. A few accordions have been made with the extra row of buttons, but they have not proved to be so popular as they are more cumbersome than the standard type. A provision has been made in standard accordions, however, for the augmented chord, as the dominant, or fifth, has been omitted in the combination of all dominant seventh chords. This permits substitution of an augmented seventh chord, which is really a chord of the seventh with an augmented fifth. The dominant seventh chord

button is played, and the augmented fifth is combined in the harmonization for the right hand.

We urge accordionists to make a thorough study of these intervals, as they are the basis of all chord construction. Accordionists should also devote some time daily to the study of chords. We suggest that they write a complete chart of all chords in all keys, using the illustration with this article as an example.

Pietro Delrio will answer questions about accordion playing. Letters should be addressed to him in care of THE ETUDE, 1712 Chestnut Street, Philadelphia, Pennsylvania.

Instrumental Music at John Adams High School

(Continued from Page 129)

avoid having more than one person use a school instrument as it is essential to concentrate responsibility for the care of that instrument.

A careful system of grading has been worked out for pupils of band and orchestra, and while the merits of different grading systems always will be debated, our system has well demonstrated effective in maintaining standards of musicianship. Perhaps one of the outstanding features of this system is the privilege of re-testing. I have long felt that if a pupil is given a low grade in his first test, it may prove a deterrent to his development. Therefore, if he knows that by working to better himself and by having another chance for a better grade, he will not only have incentive to improve himself, but add to the general worth of the entire organization.

We are in desiring a point system in the John Adams School, one that has been used for three semesters. It entails a lot of work, and was begun only after a questionnaire had been issued to gauge its desirability. Grading, then, depends on the merits and demerits and total numbers of plays. Taken into consideration in this point system are such items as discipline, practice, test results, attendance, extra activity or responsibility within the organization.

Above all, group spirit is fostered. There are no antinomies nor preferences. There are private concerns, and support of the family is sought. The teachers and supervisors are imbued with the idea of making a good citizen of the pupil as well as a good musician, and good living traits of character, music, and attitude of mind, manners, and general behavior are not neglected. We are not regimenters; we try to be builders of wholesome, vital young citizens.

AMERICAN CONSERVATORY of MUSIC

CHICAGO

55th SEASON

Accredited courses in piano, vocal, violin, organ and all other branches of Music and Dramatic Art leading to

DEGREE—BACHELOR OF MUSIC
DEGREE—MASTER OF MUSIC

Under Authority State of Illinois

Unsurpassed faculty of artist instructors, many of national and international reputation.

Thorough preparation for concert, radio, opera and teaching positions. Weekly recitals, lectures, school of opera, training in students' symphony orchestra, human for securing positions.

SUMMER MASTER SCHOOL

Three Summer Sessions—May 15 to June 25,
June 26 to August 7 and August 8 to September 18

Special Summer Courses in Public School Music, School of Artistic Child, Men's Musical Training (Robyn System), Class Piano Method (Oxford)

Member of the National Association of Schools of Music

Send for free catalog. Address John R. Hattstadt, President

AMERICAN CONSERVATORY OF MUSIC

575 Kimball Hall, Chicago, Ill.

DePaul UNIVERSITY CHICAGO THE SCHOOL OF Music

offers accredited courses in Piano, Voice, Violin, Organ, Public School Music, Harmony, and Orchestra Instruments. Confers Degrees of B. M., Ph. B. and M. M.

Distinguished faculty including

ARTHUR C. BECKER
SERGEI TARNOWSKY
MME. MARIA KURENKO
BICHARD CHERWONKY
WALTER KNUFFER
SAMUEL A. UBERSON

The Dept. of Drama offers a 2-year Course

Address Registrar for Bulletin

DePAUL UNIVERSITY

Room 401, 54 E. Lake Street, Chicago, Ill.

COSMOPOLITAN SCHOOL OF MUSIC

MILLIKIN UNIVERSITY OF MUSIC DECATUR, ILLINOIS

Offers three training in music. Courses leading to Bachelor of Music Degree, Diploma and Certificate in Piano, Voice, Violin, Organ, Public School Music Methods and Music Kindergarten Methods. Bulletin and Jan. 1934 request

W. ST. CLAIR MINTURN, Director

LAWRENCE COLLEGE CONSERVATORY OF MUSIC

APPLETON, WISCONSIN

Carl J. Waterman, Dean

Licenses in piano, voice, violin, viola, organ, church, public school music and other directing facilities in harmony with Master Degrees

Answering Etude Advertisements always pays and delights the reader.

Tell your Music Loving Friends about THE ETUDE and ask them to give you the privilege of sending in their subscriptions.

Ask for Catalog of Rewards for subscriptions that send

THE ETUDE

1712 Chestnut Street

Philadelphia, Pa.

WHERE SHALL I GO TO STUDY?

PRIVATE TEACHERS (Western)

ROSE OUGH VOICE

Former Assistant to Lester S. Sonatoff
in Hollywood
Respected Her Voice Studio at
1731-4TH AVENUE OAKLAND, CALIFORNIA
Telephone OL 6-9400

EDNA GUNNAR PETERSON

Concert Pianist—Artist Teacher
227 So. Harvard Blvd., Los Angeles, Calif.
TE 2097

LAZAR S. SAMOILOFF

Voice teacher of famous singers
From radiants to professional engagements
Registers accepted. Special teachers' courses
116 So. Van Ness Ave., Los Angeles, Cal.

ELIZABETH SIMPSON

Author of "Basic Piano Technique"
Teacher of Teachers, Coach of Young Artists,
Public Relations for Concert Music, Class Courses
in Technique, Pianistic Interpretation, Normal
Methods for Piano Teachers
627 Sutter St., San Francisco;
2033 Webster St., Berkeley, Cal.

PRIVATE TEACHERS (Mid-West)

MAE ELEANOR KIMBLY

Coach—Accompanist—Pianist
Studio—Room 422, Fine Arts Bldg.
918 S. Michigan Ave., Chicago, Ill.
Tel.—Wab. 7079 Home 14—Cen. 3507

EVANGELINE LEHMAN, Mus. Doc.
COMPOSER AND VOCAL COACH
Dr. Lehman has coached some of the most famous
singers of the World Grand Opera. Terms on
application.
147 Bankers Ave., (Highland Park), Detroit, Mich.

ARNOLD SCHULTZ

Teacher of Piano
Author of the revolutionary treatise on
piano technique
"The Riddle of the Piano's Fingers"
Published by the University of Chicago Press
422 FINE ARTS BLDG., CHICAGO, ILL.

RAYMOND ALLYN SMITH, Ph.D., A.A.G.O.,
Dean
Central Y.M.C.A. College
School of Music
Complete courses leading to degrees, Conserva-
tional, fully accredited, Boyer Evening Low tuition.
Kimball Hall, 346 S. Wabash Ave., Chicago, Illinois

RUSSELL A. WOOD

Teacher of Voice
School of Music
Central Y.M.C.A. College
1234 Kimball Hall Chicago, Ill.

DR. FRANCIS L. YORK

Advances Piano Interpretation and the Theory work
required for the degree of Mus. B.A., Mus. M.A.,
and Ph.D. in the
DETROIT INSTITUTE OF MUSICAL ART
Detroit, Mich.

PRIVATE TEACHERS (Eastern)

BARBARA BLATHERWICK

Recital - Coloratura Soprano - Opera
Teacher of Voice
The Helen St. Camps, founded on the
principles of General Gieseler
121 Madison Ave., New York Murray Hill 6-6383

KATE S. CHITTENDEN

Pianoforte—Repertory—Appreciation
THE WYOMING, 832 7th AVE.,
NEW YORK

ALBERTO JONAS

Celebrated Spanish Piano Virtuoso
Teacher of many famous pianists
17 WEST 85TH ST., N. Y. C. Tel. Ind. 2-2281
On Broadway and West 85th St. Philadelphia, Pa.
Director of Piano Department in the Combs College
of Music, 1905 Chestnut St.

(Front) LAFORGE-BERUMIN STUDIOS

Voice—Piano
Frank LaForge teacher of Lawrence Tibbett since 1922
1100 Park Ave., Corner 81st St., New York
Tel. Abner 5-970

EDITH SYRENLE LISTER

AUTHENTIC VOICE PRODUCTION
485 Carnegie Hall, New York City
Endorsed by Dr. Floyd S. Wadley
Lecturer Voice Production, Post-Graduate
Medical School, New York City
Wednesday 10:00 AM Radio, Lancaster, Pa.
Thursday 3:00 PM Radio, Philadelphia, Pa.

RICHARD MCCLANAHAN

Representative TOBIAS MATTHAY
Private lessons, class lessons in Fundamentals
Lecture-demonstrations for teachers
824 Broadway Bldg., New York City

FRANTZ PROSCHOWSKI

Vocal Teacher
850 W. 57th St., New York
Tel. COlumbus 6-2131

EDWARD E. TREUMANN

Concert Pianist—Artist-Teacher
Recommended by Emil Von Sauer, Maurice Martini
and Josef Hofmann
Studio, Carnegie Hall, Suite 837, 57th St., at 7th Ave.
Tel. COlumbus 4-487 New York City
Summer Winter Courses—Jazz to Scale—Apply now

Private teachers in the larger cities will find
this column quite effective in advertising their
courses to the thousands of Etude readers
who plan to pursue advanced study with an
established teacher away from home.

The Value of a Symphony Orchestra

MR. LEWIS H. CLEMENT, formerly conductor of the Toledo (Ohio) Symphony Orchestra, has sent us the striking letter of the late Theodore Thomas presented here with Mr. Clement has repeatedly fostered the formation of a symphony orchestra in this Ohio city on the beautiful beach of Lake Erie, which for some years has been making such a memorable contribution to art in its many phases. One of his sponsors was the lamented Theodore Thomas, one of the greatest orchestral conductors which our country has known, who in March of 1935 wrote thus to Mr. Clement:

*A symphony orchestra chooses
the culture of a community, not vice versa.
The man who does not know Schopenhauer
is to be pitied; and the man who
does not understand Beethoven and
has not been made his pupil has
only half lived his life. The master
works of instrumental music are
the language of the soul, and express
more than those of any other art.
Light music, popular, so called, is the
censured side of the art, and has more or
less devil in it. From truly
Theodore Thomas.*

HERMAN
HARRIS



"I washed your clarinet with soap for you, Pop!"

Make THE ETUDE Your Marketing Place. Etude Advertisers Open the
Doors to Real Opportunities



MUSIC PRINTERS

ZABEL BROTHERS CO. INC.

5th St. and Columbia Ave. PHILADELPHIA, PA.

**ENGRAVERS
AND
LITHOGRAPHERS**

Write to us about anything in this line
SEND FOR PRICED LIST

New Discs with Distinctive Charm

(Continued from Page 124)

Moussorgsky's Song Cycle, "The Nursery," has far more appeal for adults, even though it does not rank among the composer's most distinguished works. Igor Gorin, the baritone singing this cycle in an English translation (Victor Album M-680), obviously enjoys playing the part of the child who speaks to us, and within the limitations of the texts he succeeds in making the songs sufficiently credible.

Duoletta Glanville, with members of the La Scala Orchestra and Chorus, singing the famous scene from "Norma," beginning with the *Cavatina-Casta Diva* (Victor disc 17503), is heard at her best on records. Although hers is both a credible and artistic performance, one does not feel that the rôle of Norma fits her so well as it did Ponselle.

Brahms' Prickly Pet

(Continued from Page 124)

ment, for when Brahms was asked which ladies he would prefer as his

neighbors at table, he chose "Miss Clarinet"—as Mahler with his heavy dark beard was nicknamed, thanks to the wonderful softness of his tone—and a little-known clarinetist named Steiner, who shortly before had performed the same work with the Rosé Ensemble. During the whole evening, Brahms talked with the two clarinetists, especially with Steiner, to make him feel less out of place in the brilliant gathering.

Musicians were not the only visitors who came to see Brahms at the Red Hedgehog. Other prominent men met him there, such as the playwright and critic Otto Brahm who wanted to see his "genitive" Brahms. Even princes—the Landgrave of Hesse, for instance—desired to patronize this simple restaurant for the sake of the composer's society. So it is not surprising that the graphic art of that time reflected Brahms' relationship with his favorite restaurant. Otto Böhm made a charming albumette of Brahms accompanied by a red hedgehog. Faithfully, the tiny animal is following the heavy figure. In the same way, the simple restaurant had been faithful to Brahms. It was a sort of home in the pleasant atmosphere of which the lonely and aging bachelor enjoyed the warmth and understanding of good friends.

The World of Music

(Continued from Page 75)

OSCAR STRAUS, a native of Vienna and composer of "The Chocolate Soldier" and many other operettas containing Viennese waltzes, recently arrived in this country from France where he became a citizen the day war was declared. In an interview with reporters he declared, "America is the most musical nation in the world. . . . You are producing your own great artists, great singers, great instrumentalists. And now you have begun to create a great American music. . . . Only recently have you begun to break away from mere imitation of Europe in your music. Those who are most likely to become the great American composers are those who have begun their work under the genuinely native influence of this recent period."

TWO HUNDRED ONE BALLADS and Folk songs, written by southern sharecroppers during their mass migration to California, have been collected in the form of a photographic album by two of the instructors of City College, New York City, and presented to the Library of Congress.

THE WALTER W. NAUMBURG MUSICAL FOUNDATION announces its annual auditions for pianists, violinists, violoncellists and vocalists wishing to compete for its award of New York debut recitals during the 1941-1942 season. Entrants are limited to those between the ages of sixteen and thirty, and all applications must be received by February 28th. For information, write the Walter W. Naumburg Musical Foundation, 9 East Fifty-ninth Street, New York City.

LILY PONS, soprano of the Metropolitan Opera Company, became an American citizen on December 20th, in the can citizen on December 20th, in the New Haven, Connecticut. Attending the brief ceremony were her husband, Andre Koscerevsky, orchestra leader, and a group of tennets, orchestra leader, and a group of friends. To the throng gathered outside the singer later remarked: "When I sing the song 'Sweet Home' it will have made program Sunday night, which is a new meaning for me in words as well as in song."

BENJAMIN R. HANBY was recently acknowledged officially as the composer of Daring Yellie Grog by the Stephen Foster Memorial in Pittsburgh, in a letter to the Hanby State Memorial in Westerville, Ohio, after fifty years of controversy. Hanby wrote the song in 1860, but so great was its resemblance to Foster's works in sentiment that it was erroneously listed as a Foster composition.

THE BACH CIRCLE gave what was believed to be the first New York performance of Johann Sebastian Bach's "Mass in A minor, No. 1" in Town Hall, on January 13th.

NORINA GRECO, lyric soprano of Italian-American parentage, who received her entire musical education in this country, is a member of the Metropolitan Opera Company this season. Miss Greco made her operatic debut as Violetta in "La Traviata" in 1937 and has appeared with the San Carlo and Cincinnati opera companies.

(Continued on Page 144)

SHERWOOD DEVELOPS TALENT!

For over 40 years Sherwood Music School has been preparing ambitious young people for successful careers in teaching, radio, concert and opera, church work, the theatre and motion pictures. Highly specialized training under noted American and European teachers, plus the cultural advantage of Chicago. Your talent deserves development at Sherwood!

Institutional Member of the National Association of Schools of Music

SHERWOOD MUSIC SCHOOL

JULLIARD SCHOOL OF MUSIC

ERNEST HUTCHESON, President

INSTITUTE OF MUSICAL ART

GEORGE A. WEDGE, Dean

Individual vocal and instrumental instruction. Classes in Theory, Composition, and all branches of music education.

Courses leading to diploma and B. S. and M. S. degrees in instrumental, singing, and public school music departments.

Catalog on request.

Room 1122 Commercial Avenue, New York

College of Fine Arts

Syracuse University

Degrees: Bachelor of Music

Piano, Piano Teacher Training, Voice, Violin, Organ, Cello, Harp, Composition, Public School Music

All the advantages of a large University. Special dormitory, with 35 practice rooms for women music students. 5 page catalog

SUMMER SESSION—July 1 to Aug. 2

For further address

Dean, L. B. BAKER

Room 333, College of Fine Arts

Syracuse, N. Y.

SCHOOL OF MUSIC TEMPLE UNIVERSITY

2150 Locust St., Philadelphia, Pa.

Through instruction in all branches of musical education. Private lessons in all standard instruments. Instruction in composition, theory, and improvisation. Instruction in the degrees of Bachelor of Music, Master of Music, Doctor of Music. Write for Catalog.

WANTED: A REPRESENTATIVE TRAIN CHILDREN'S VOICES

LOUIS WEIGER, 106 W. 2nd St., New York

SCHOOLS—COLLEGES

CONVERSE COLLEGE SCHOOL OF MUSIC

22nd Street, New York, N. Y.

KNOX COLLEGE DEPARTMENT OF MUSIC

22nd Street, New York, N. Y.

SHENANDOAH CONSERVATORY OF MUSIC

22nd Street, New York, N. Y.

THREE FREE COURSES

Trinity Pilgrimage Pilgrimage (Perfect)

Musicianship (Elementary and Advanced)

Piano Playing (New and Different)

SIGHT SINGING (Not "Can't sing")

EFFA LILLI PROFILE

103 E. 56th St. (Park Ave.)—New York City

Albione Theatre

103 E. 56th St. (Park Ave.)—New York City

Music Lovers to earn LIBERAL COMMISSIONS

securig subscriptions for THE ETUDE. Post or

full time. No Cost or Obligation. Write for complete

details TODAY! Address:

THE ETUDE MUSIC PUBLISHING

377 CHURCH ST., NEW YORK

PEABODY CONSERVATORY

BALTIMORE, MD.

OTTO ORTMANN, Director

One of the Oldest and Most Noted Music Schools in America.

The Junior Etude

Edited by
ELIZABETH A. GEST

Letter to Liszt

By E. A. G.

Dear Liszt:

Here I am writing to you, and it does not seem any time since I began to write to all of you famous composers, starting with Bach in April, 1899.

I guess you and Bach are just about as different as any two composers ever could be; but I know one thing, you both wrote music that is very difficult to play; that is, to play well, and I do not count any other kind of playing.

And then, there is one thing about you (if you don't mind my mentioning it), you more or less forgot us juniors when it came to composing music. Now take Schumann, for instance, he wrote lots of pieces for us.

But here is one good thing these days, and that is the way we hear your music on records. I got a beautiful new radio-phonograph combination for Christmas; at least my sister and I got it together; she likes just the same kind of music that I do, and that means the very best. Well, the studio that we can get the clearest at all times on our radio happens to be one that gives high class records nearly all day; and I just love it when they put on your piano concertos and things like that. And I know nearly every note that comes next in your Preludes for the

orchestra. And of course I love to hear your things played by performers, not on records, too. I wonder if I'll ever be able to play any of your things! I have a simplified arrangement of your *Love Dream*; but I don't care much for easy arrangements. I'd rather wait till I can play the real thing. It is a great pity they did not have records when you lived. Let's see, that was from 1811 to 1886, wasn't it? I wonder how you would have liked playing for recording and playing on the radio.

But anyway you made one record, and that was being one of the greatest piano players that ever lived; and that's an all time record, too.

Well, supper is ready and so, Good-bye. I hope you did not mind my telling you a few things.

From Junior.



Greek Double Flute
(See next column)

Life's Music

By Aletha M. Bonner

Our life is but a music score,
Which we may play at will.

A lovely melody it is—
And yet, to play with skill,
Calls for much practice on our part,
Much patience and control—

And we must ever keep in tune
Our instrument—The Soul!

The Gift That Changed

A Playlet

By Ernestine and Florence Horvath

CHARACTERS AND COSTUMES
Music—A girl. Softly colored gown and cloak. Carries a wand.
ELVES—Two children; one in pink, one in blue.

EGYPTIAN MUSICIAN—Sleeveless tunic; sandals.
GREEK MUSICIAN—Draped white Grecian costume.

MONK—Gray robe and hood,
MUSICIAN OF 1000 A.D.—Long tunic; pointed slippers.

EARLY PIANIST—Short tunic, long stockings, slippers.

PIGRIM SINGER—Pilgrim costume.
COLONIAL MUSICIAN—Colonial costume.

THE CHILD—A modern girl; carries sheets of music.

Scene: Two large screens, opening in center. Behind screens, dark backdrop; before screens, throne, left; piano and organ, right.
(Music is played at left, hand bowed. Enter Elves.)

ELVES: Good day, Music! But—why are you sad?
MUSIC: Alas, Little Elves! To-day a child received some musical pieces for her birthday. She cast them aside. She said she wanted only splendid gifts—not music! (Bows head again.)

FIRST ELF: Splendid gifts? Does she not know?

SECOND ELF: Could you not tell her? (Music lifts head slowly.)

MUSIC (tearfully): Perhaps I could! Why—hark! She comes now!

(Enter Child. Gays sheets of music on piano. Music waves wand.)
Child, learn of the great birthday gift you received. It changed and grew through centuries. It is—notes!

(Waves wand towards screens. Child picks up sheets again. Sits, right, looking at them thoughtfully. Elves open screens.)

EGYPTIAN MUSICIAN (stepping forward): Child, there were musicians in Egypt, thousands of years ago. They had instruments, and even a rough scale. But they did not have written notes. So, their music was lost! (Exits. Greek Musician is shown.)

GREEK MUSICIAN: There were musicians in ancient Greece, too. They wrote music by using letters! Some of the letters they turned aside, or upside down! Imagine trying to play music from letters—especially letters that stand on their heads! (Plays Turkish March from *Exits. Monk revealed.*)

MONK: In the days of the early monks, written music consisted of queer signs, called "neumes." Neumes were hooks and dots and wavy lines. The till sign of modern music was a neume. Think of playing all music from such signs only! (Plays O Bone Jesu by Palestrina. Exits. Musician of 1000 A.D. is shown.)

MUSICIAN: From about the year one thousand, musicians began to use lines to show the pitch of sounds. They also began to change neumes into queer notes. Gradually, real notes and the staff were worked out. (Plays The Evening Star from "Tannhauser," by Wagner. Exits.)

EARLY PIANIST (stepping forward): Even after there were notes, music was scarce. All of it had to be hand copied. Although printing was invented in 1440, about 500 years ago, music was not printed until 1476. Even then, since music was hard to print, notes often ap-



Musicians of Other Days
(From a painting by Friele)

peared in the wrong places! Songs played from printed music often made a din! It was some time before correct music—such as you have—could be made. (Plays Country Gardens by Percy Grainger. Exits. Pilgrim Singer is shown.)

PIGRIM SINGER: When the Pilgrims came to America, they brought no notes, just the words to the psalms they sang. In time, they published the "Bay Psalm Book" with music. Thus, the gift of notes was continued, in America. (Plays Largo by Handel. Exits.)

COLONIAL MUSICIAN (stepping forward): There were notes in America, but great music was lacking.

The Gift that Changed

(Continued)

In the eighteenth century, the works of Mozart, Beethoven and other great masters were brought here. Then your gift was complete—splendid music, shown in correct, understandable notes! (Plays Mosaic from "Don Giovanni" by Mozart. Exits.)

CHUB: How marvelous my birthday gift is! It is a gift which grew and changed through centuries. Every note—so clear and readable—so precious! (Plays any appropriate modern selection, from sheets of music.)

EVE: She appreciates her music! We're so happy, we must play! (Plays a duet. Stand beside screens.)

MUSIC: How very happy this child is! Her birthday has made me. For she has learned to be grateful for notes—and music! (Plays Moment Musical by Schubert. Staves open screens, showing birthday cake, with streamers covered with notes, emanating from it. Child claps hands in glee.)

(Curtain)

Schumann

(Piano Winner in Class C)

Robert Schumann was denied regular piano lessons until he was twenty-two years old. His mother wanted him to be a lawyer, but he wanted very much to be a pianist. Finally, that his fourth and favorite daughter was unusually young, he lavished a spring, which he fastened to these fingers at night, keeping them warm. He hoped in this way to strengthen the working joints quickly. Few a few nights it seemed to answer his purpose, and he was then told that, even to the point of the finger-tips, he wanted to know the piano. The one person who could sympathize with him was Clara, his daughter, his teacher. His great eagerness to be helped to make him one of the world's greatest composers. He is a great composer of children's pieces, as well as his compositions.

Suzanne Hernandez (Age 10),
New Mexico.

Schumann

(Piano Winner in Class A)

In the third year of my piano study my teacher gave me a copy of Schumann's "Mosaic." This was the first real piece of music I had had and the song-like character of this piece impressed me greatly. I wanted to find out more about the composer and thus began my search for information about Robert Schumann. The teacher, I discovered, had a very interesting life, happy, romantic and thus tragic. As from the vast number of pieces written for the piano, he also wrote an opera, "Genoveva," much chamber music, many songs, and songs. Even in the last years of his life, although afflicted both mentally and physically, he did not surrender his work. Since first playing "Mosaic," I have played many compositions of Schumann, and in my future music study will be always remain one of my favorite composers.

May Barbara Winter (Age 19),
Iowa.

THE JUNIOR ETCUDE will award three worth while prizes each month for the moral, interesting and original stories or essays on a given subject, and for correct answers to puzzles. Contest is open to all boys and girls under sixteen years of age, whether a Junior Club member or not. Contestants are grouped according to age as follows:

Junior Etcude Contest

SUBJECT FOR THIS MONTH

"Is it more fun to listen or to perform?"

All entries must be sent to the Junior Etcude Office, 1712 Chestnut Street, Philadelphia, Pa., not later than February 15th. Winners will appear in the May issue.

CONTEST RULES

1. Contributions must contain not over one hundred and fifty words.
2. Name, age and class (A, B, or C) must appear in upper left corner and your address in the upper right corner of your paper. If you need more than one sheet of paper, be sure to do this on each sheet.
3. Write on one side of paper only and do not use a typewriter.
4. Do not have several copies.
5. Clubs or schools are requested to hold a preliminary contest and to submit not more than one entry (two for each club).
6. Entries that do not meet these requirements will not be eligible for prizes.



Junior of El Dorado, Arkansas

Honorable Mention for November Puzzles:

Margie Jackson, Joan Best, Jean Cripps, Betty do Tetter, Helen Jendrick, Jeannette Meunier, Betty Modine, Florence Rose-Lake, Rita Rogers, William Dennis, Martin Nordheim, Yada Pukerski, Mary Elling, Louis Lewis, Betty Jettell, Betty Trammell, Margaret Grinnham, Marjorie Roof, Alton Jewell, Laura Henderson, Anne Louise Sherer, Mary Lou Bonbach, Carol Hartmann, Betty Kewinsky, Jean T. Plameter, Betty Jean Cooper, Mary Marcellus, Anna A. Dorrell, John Edwards, Herman Aches.

Honorable Mention for November Essays:

Ray Bettsker, Muriel Roth, Robert Dickerson, Dorothy Hamill, Mary Elizabeth Long, Carolee Henderson, Janet Winkler, Margie Winslow, Myraue Laitner, Julia Beth Lyle, Dolores Tourangeau, John Speckelmeyer, Sonia Gindman, Ruth Burt, Lucille Stebbins, Dolores Vay, Barbara Barbour, Anne Specht, Maria Krimmalm, Audrey Ann Greenglass, Rose Lake, Josephine Campbell, Margerie Diamond, Jean Hunsberr, Margaret Mary Cahill, Fred Rogers, Jeanette Dechamps, Levitt DeBoe, George Buttle, Mary Elaine Briggs, Norma Pye Smith.

The member, I discovered, had a very interesting life, happy, romantic and thus tragic. As from the vast number of pieces written for the piano, he also wrote an opera, "Genoveva," much chamber music, many songs, and songs. Even in the last years of his life, although afflicted both mentally and physically, he did not surrender his work. Since first playing "Mosaic," I have played many compositions of Schumann, and in my future music study will be always remain one of my favorite composers.

May Barbara Winter (Age 19),
Iowa.

Class A, fourteen to sixteen years of age; Class B, eleven to fourteen; Class C, under eleven years. Names of prize winners, and their contributions, will appear on this page in a future issue of THE ETCUDE. The thirty best contributors will be given honorable mention.

??? Ask Another ???

The Piano Recital

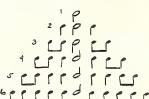
1. What is a sonata?
2. What is an encore?
3. What is meant by interpretation?
4. What is meant by rubato?
5. Who wrote a series of pieces called "Papillons (Butterflies)?"
6. Who wrote the so-called Rain Drop Prelude?
7. What is meant by good tone on the piano?
8. What is an Etude?
9. Who wrote Clair de Lune?
10. Who wrote several Hungarian Rhapsodies?

Musical Triangle Puzzle

By Stella M. Holden

Replace each note with a letter. The central letters, (half-notes) reading down, will give an instrument. Answers must give all words.

1. a letter of the alphabet
2. a rapid, scale-like passage
3. a chord of three tones
4. a flute player
5. the song of a gondolier
6. a composer's supreme achievement



Answer to November Puzzle in Opposites:

1. Big; 2. Never; 3. Easy; 4. Vehement (or violent); 5. True; 6. Open; 7. Angry; 8. High; 9. Big; 10. Laid; 11. Laid; 12. Laid; 13. Laid; 14. Laid; 15. Laid; 16. Laid; 17. Laid; 18. Laid; 19. Laid; 20. Laid; 21. Laid; 22. Laid; 23. Laid; 24. Laid; 25. Laid; 26. Laid; 27. Laid; 28. Laid; 29. Laid; 30. Laid; 31. Laid; 32. Laid; 33. Laid; 34. Laid; 35. Laid; 36. Laid; 37. Laid; 38. Laid; 39. Laid; 40. Laid; 41. Laid; 42. Laid; 43. Laid; 44. Laid; 45. Laid; 46. Laid; 47. Laid; 48. Laid; 49. Laid; 50. Laid; 51. Laid; 52. Laid; 53. Laid; 54. Laid; 55. Laid; 56. Laid; 57. Laid; 58. Laid; 59. Laid; 60. Laid; 61. Laid; 62. Laid; 63. Laid; 64. Laid; 65. Laid; 66. Laid; 67. Laid; 68. Laid; 69. Laid; 70. Laid; 71. Laid; 72. Laid; 73. Laid; 74. Laid; 75. Laid; 76. Laid; 77. Laid; 78. Laid; 79. Laid; 80. Laid; 81. Laid; 82. Laid; 83. Laid; 84. Laid; 85. Laid; 86. Laid; 87. Laid; 88. Laid; 89. Laid; 90. Laid; 91. Laid; 92. Laid; 93. Laid; 94. Laid; 95. Laid; 96. Laid; 97. Laid; 98. Laid; 99. Laid; 100. Laid; 101. Laid; 102. Laid; 103. Laid; 104. Laid; 105. Laid; 106. Laid; 107. Laid; 108. Laid; 109. Laid; 110. Laid; 111. Laid; 112. Laid; 113. Laid; 114. Laid; 115. Laid; 116. Laid; 117. Laid; 118. Laid; 119. Laid; 120. Laid; 121. Laid; 122. Laid; 123. Laid; 124. Laid; 125. Laid; 126. Laid; 127. Laid; 128. Laid; 129. Laid; 130. Laid; 131. Laid; 132. Laid; 133. Laid; 134. Laid; 135. Laid; 136. Laid; 137. Laid; 138. Laid; 139. Laid; 140. Laid; 141. Laid; 142. Laid; 143. Laid; 144. Laid; 145. Laid; 146. Laid; 147. Laid; 148. Laid; 149. Laid; 150. Laid; 151. Laid; 152. Laid; 153. Laid; 154. Laid; 155. Laid; 156. Laid; 157. Laid; 158. Laid; 159. Laid; 160. Laid; 161. Laid; 162. Laid; 163. Laid; 164. Laid; 165. Laid; 166. Laid; 167. Laid; 168. Laid; 169. Laid; 170. Laid; 171. Laid; 172. Laid; 173. Laid; 174. Laid; 175. Laid; 176. Laid; 177. Laid; 178. Laid; 179. Laid; 180. Laid; 181. Laid; 182. Laid; 183. Laid; 184. Laid; 185. Laid; 186. Laid; 187. Laid; 188. Laid; 189. Laid; 190. Laid; 191. Laid; 192. Laid; 193. Laid; 194. Laid; 195. Laid; 196. Laid; 197. Laid; 198. Laid; 199. Laid; 200. Laid; 201. Laid; 202. Laid; 203. Laid; 204. Laid; 205. Laid; 206. Laid; 207. Laid; 208. Laid; 209. Laid; 210. Laid; 211. Laid; 212. Laid; 213. Laid; 214. Laid; 215. Laid; 216. Laid; 217. Laid; 218. Laid; 219. Laid; 220. Laid; 221. Laid; 222. Laid; 223. Laid; 224. Laid; 225. Laid; 226. Laid; 227. Laid; 228. Laid; 229. Laid; 230. Laid; 231. Laid; 232. Laid; 233. Laid; 234. Laid; 235. Laid; 236. Laid; 237. Laid; 238. Laid; 239. Laid; 240. Laid; 241. Laid; 242. Laid; 243. Laid; 244. Laid; 245. Laid; 246. Laid; 247. Laid; 248. Laid; 249. Laid; 250. Laid; 251. Laid; 252. Laid; 253. Laid; 254. Laid; 255. Laid; 256. Laid; 257. Laid; 258. Laid; 259. Laid; 260. Laid; 261. Laid; 262. Laid; 263. Laid; 264. Laid; 265. Laid; 266. Laid; 267. Laid; 268. Laid; 269. Laid; 270. Laid; 271. Laid; 272. Laid; 273. Laid; 274. Laid; 275. Laid; 276. Laid; 277. Laid; 278. Laid; 279. Laid; 280. Laid; 281. Laid; 282. Laid; 283. Laid; 284. Laid; 285. Laid; 286. Laid; 287. Laid; 288. Laid; 289. Laid; 290. Laid; 291. Laid; 292. Laid; 293. Laid; 294. Laid; 295. Laid; 296. Laid; 297. Laid; 298. Laid; 299. Laid; 300. Laid; 301. Laid; 302. Laid; 303. Laid; 304. Laid; 305. Laid; 306. Laid; 307. Laid; 308. Laid; 309. Laid; 310. Laid; 311. Laid; 312. Laid; 313. Laid; 314. Laid; 315. Laid; 316. Laid; 317. Laid; 318. Laid; 319. Laid; 320. Laid; 321. Laid; 322. Laid; 323. Laid; 324. Laid; 325. Laid; 326. Laid; 327. Laid; 328. Laid; 329. Laid; 330. Laid; 331. Laid; 332. Laid; 333. Laid; 334. Laid; 335. Laid; 336. Laid; 337. Laid; 338. Laid; 339. Laid; 340. Laid; 341. Laid; 342. Laid; 343. Laid; 344. Laid; 345. Laid; 346. Laid; 347. Laid; 348. Laid; 349. Laid; 350. Laid; 351. Laid; 352. Laid; 353. Laid; 354. Laid; 355. Laid; 356. Laid; 357. Laid; 358. Laid; 359. Laid; 360. Laid; 361. Laid; 362. Laid; 363. Laid; 364. Laid; 365. Laid; 366. Laid; 367. Laid; 368. Laid; 369. Laid; 370. Laid; 371. Laid; 372. Laid; 373. Laid; 374. Laid; 375. Laid; 376. Laid; 377. Laid; 378. Laid; 379. Laid; 380. Laid; 381. Laid; 382. Laid; 383. Laid; 384. Laid; 385. Laid; 386. Laid; 387. Laid; 388. Laid; 389. Laid; 390. Laid; 391. Laid; 392. Laid; 393. Laid; 394. Laid; 395. Laid; 396. Laid; 397. Laid; 398. Laid; 399. Laid; 400. Laid; 401. Laid; 402. Laid; 403. Laid; 404. Laid; 405. Laid; 406. Laid; 407. Laid; 408. Laid; 409. Laid; 410. Laid; 411. Laid; 412. Laid; 413. Laid; 414. Laid; 415. Laid; 416. Laid; 417. Laid; 418. Laid; 419. Laid; 420. Laid; 421. Laid; 422. Laid; 423. Laid; 424. Laid; 425. Laid; 426. Laid; 427. Laid; 428. Laid; 429. Laid; 430. Laid; 431. Laid; 432. Laid; 433. Laid; 434. Laid; 435. Laid; 436. Laid; 437. Laid; 438. Laid; 439. Laid; 440. Laid; 441. Laid; 442. Laid; 443. Laid; 444. Laid; 445. Laid; 446. Laid; 447. Laid; 448. Laid; 449. Laid; 450. Laid; 451. Laid; 452. Laid; 453. Laid; 454. Laid; 455. Laid; 456. Laid; 457. Laid; 458. Laid; 459. Laid; 460. Laid; 461. Laid; 462. Laid; 463. Laid; 464. Laid; 465. Laid; 466. Laid; 467. Laid; 468. Laid; 469. Laid; 470. Laid; 471. Laid; 472. Laid; 473. Laid; 474. Laid; 475. Laid; 476. Laid; 477. Laid; 478. Laid; 479. Laid; 480. Laid; 481. Laid; 482. Laid; 483. Laid; 484. Laid; 485. Laid; 486. Laid; 487. Laid; 488. Laid; 489. Laid; 490. Laid; 491. Laid; 492. Laid; 493. Laid; 494. Laid; 495. Laid; 496. Laid; 497. Laid; 498. Laid; 499. Laid; 500. Laid; 501. Laid; 502. Laid; 503. Laid; 504. Laid; 505. Laid; 506. Laid; 507. Laid; 508. Laid; 509. Laid; 510. Laid; 511. Laid; 512. Laid; 513. Laid; 514. Laid; 515. Laid; 516. Laid; 517. Laid; 518. Laid; 519. Laid; 520. Laid; 521. Laid; 522. Laid; 523. Laid; 524. Laid; 525. Laid; 526. Laid; 527. Laid; 528. Laid; 529. Laid; 530. Laid; 531. Laid; 532. Laid; 533. Laid; 534. Laid; 535. Laid; 536. Laid; 537. Laid; 538. Laid; 539. Laid; 540. Laid; 541. Laid; 542. Laid; 543. Laid; 544. Laid; 545. Laid; 546. Laid; 547. Laid; 548. Laid; 549. Laid; 550. Laid; 551. Laid; 552. Laid; 553. Laid; 554. Laid; 555. Laid; 556. Laid; 557. Laid; 558. Laid; 559. Laid; 560. Laid; 561. Laid; 562. Laid; 563. Laid; 564. Laid; 565. Laid; 566. Laid; 567. Laid; 568. Laid; 569. Laid; 570. Laid; 571. Laid; 572. Laid; 573. Laid; 574. Laid; 575. Laid; 576. Laid; 577. Laid; 578. Laid; 579. Laid; 580. Laid; 581. Laid; 582. Laid; 583. Laid; 584. Laid; 585. Laid; 586. Laid; 587. Laid; 588. Laid; 589. Laid; 590. Laid; 591. Laid; 592. Laid; 593. Laid; 594. Laid; 595. Laid; 596. Laid; 597. Laid; 598. Laid; 599. Laid; 600. Laid; 601. Laid; 602. Laid; 603. Laid; 604. Laid; 605. Laid; 606. Laid; 607. Laid; 608. Laid; 609. Laid; 610. Laid; 611. Laid; 612. Laid; 613. Laid; 614. Laid; 615. Laid; 616. Laid; 617. Laid; 618. Laid; 619. Laid; 620. Laid; 621. Laid; 622. Laid; 623. Laid; 624. Laid; 625. Laid; 626. Laid; 627. Laid; 628. Laid; 629. Laid; 630. Laid; 631. Laid; 632. Laid; 633. Laid; 634. Laid; 635. Laid; 636. Laid; 637. Laid; 638. Laid; 639. Laid; 640. Laid; 641. Laid; 642. Laid; 643. Laid; 644. Laid; 645. Laid; 646. Laid; 647. Laid; 648. Laid; 649. Laid; 650. Laid; 651. Laid; 652. Laid; 653. Laid; 654. Laid; 655. Laid; 656. Laid; 657. Laid; 658. Laid; 659. Laid; 660. Laid; 661. Laid; 662. Laid; 663. Laid; 664. Laid; 665. Laid; 666. Laid; 667. Laid; 668. Laid; 669. Laid; 670. Laid; 671. Laid; 672. Laid; 673. Laid; 674. Laid; 675. Laid; 676. Laid; 677. Laid; 678. Laid; 679. Laid; 680. Laid; 681. Laid; 682. Laid; 683. Laid; 684. Laid; 685. Laid; 686. Laid; 687. Laid; 688. Laid; 689. Laid; 690. Laid; 691. Laid; 692. Laid; 693. Laid; 694. Laid; 695. Laid; 696. Laid; 697. Laid; 698. Laid; 699. Laid; 700. Laid; 701. Laid; 702. Laid; 703. Laid; 704. Laid; 705. Laid; 706. Laid; 707. Laid; 708. Laid; 709. Laid; 710. Laid; 711. Laid; 712. Laid; 713. Laid; 714. Laid; 715. Laid; 716. Laid; 717. Laid; 718. Laid; 719. Laid; 720. Laid; 721. Laid; 722. Laid; 723. Laid; 724. Laid; 725. Laid; 726. Laid; 727. Laid; 728. Laid; 729. Laid; 730. Laid; 731. Laid; 732. Laid; 733. Laid; 734. Laid; 735. Laid; 736. Laid; 737. Laid; 738. Laid; 739. Laid; 740. Laid; 741. Laid; 742. Laid; 743. Laid; 744. Laid; 745. Laid; 746. Laid; 747. Laid; 748. Laid; 749. Laid; 750. Laid; 751. Laid; 752. Laid; 753. Laid; 754. Laid; 755. Laid; 756. Laid; 757. Laid; 758. Laid; 759. Laid; 760. Laid; 761. Laid; 762. Laid; 763. Laid; 764. Laid; 765. Laid; 766. Laid; 767. Laid; 768. Laid; 769. Laid; 770. Laid; 771. Laid; 772. Laid; 773. Laid; 774. Laid; 775. Laid; 776. Laid; 777. Laid; 778. Laid; 779. Laid; 780. Laid; 781. Laid; 782. Laid; 783. Laid; 784. Laid; 785. Laid; 786. Laid; 787. Laid; 788. Laid; 789. Laid; 790. Laid; 791. Laid; 792. Laid; 793. Laid; 794. Laid; 795. Laid; 796. Laid; 797. Laid; 798. Laid; 799. Laid; 800. Laid; 801. Laid; 802. Laid; 803. Laid; 804. Laid; 805. Laid; 806. Laid; 807. Laid; 808. Laid; 809. Laid; 810. Laid; 811. Laid; 812. Laid; 813. Laid; 814. Laid; 815. Laid; 816. Laid; 817. Laid; 818. Laid; 819. Laid; 820. Laid; 821. Laid; 822. Laid; 823. Laid; 824. Laid; 825. Laid; 826. Laid; 827. Laid; 828. Laid; 829. Laid; 830. Laid; 831. Laid; 832. Laid; 833. Laid; 834. Laid; 835. Laid; 836. Laid; 837. Laid; 838. Laid; 839. Laid; 840. Laid; 841. Laid; 842. Laid; 843. Laid; 844. Laid; 845. Laid; 846. Laid; 847. Laid; 848. Laid; 849. Laid; 850. Laid; 851. Laid; 852. Laid; 853. Laid; 854. Laid; 855. Laid; 856. Laid; 857. Laid; 858. Laid; 859. Laid; 860. Laid; 861. Laid; 862. Laid; 863. Laid; 864. Laid; 865. Laid; 866. Laid; 867. Laid; 868. Laid; 869. Laid; 870. Laid; 871. Laid; 872. Laid; 873. Laid; 874. Laid; 875. Laid; 876. Laid; 877. Laid; 878. Laid; 879. Laid; 880. Laid; 881. Laid; 882. Laid; 883. Laid; 884. Laid; 885. Laid; 886. Laid; 887. Laid; 888. Laid; 889. Laid; 890. Laid; 891. Laid; 892. Laid; 893. Laid; 894. Laid; 895. Laid; 896. Laid; 897. Laid; 898. Laid; 899. Laid; 900. Laid; 901. Laid; 902. Laid; 903. Laid; 904. Laid; 905. Laid; 906. Laid; 907. Laid; 908. Laid; 909. Laid; 910. Laid; 911. Laid; 912. Laid; 913. Laid; 914. Laid; 915. Laid; 916. Laid; 917. Laid; 918. Laid; 919. Laid; 920. Laid; 921. Laid; 922. Laid; 923. Laid; 924. Laid; 925. Laid; 926. Laid; 927. Laid; 928. Laid; 929. Laid; 930. Laid; 931. Laid; 932. Laid; 933. Laid; 934. Laid; 935. Laid; 936. Laid; 937. Laid; 938. Laid; 939. Laid; 940. Laid; 941. Laid; 942. Laid; 943. Laid; 944. Laid; 945. Laid; 946. Laid; 947. Laid; 948. Laid; 949. Laid; 950. Laid; 951. Laid; 952. Laid; 953. Laid; 954. Laid; 955. Laid; 956. Laid; 957. Laid; 958. Laid; 959. Laid; 960. Laid; 961. Laid; 962. Laid; 963. Laid; 964. Laid; 965. Laid; 966. Laid; 967. Laid; 968. Laid; 969. Laid; 970. Laid; 971. Laid; 972. Laid; 973. Laid; 974. Laid; 975. Laid; 976. Laid; 977. Laid; 978. Laid; 979. Laid; 980. Laid; 981. Laid; 982. Laid; 983. Laid; 984. Laid; 985. Laid; 986. Laid; 987. Laid; 988. Laid; 989. Laid; 990. Laid; 991. Laid; 992. Laid; 993. Laid; 994. Laid; 995. Laid; 996. Laid; 997. Laid; 998. Laid; 999. Laid; 1000. Laid; 1001. Laid; 1002. Laid; 1003. Laid; 1004. Laid; 1005. Laid; 1006. Laid; 1007. Laid; 1008. Laid; 1009. Laid; 1010. Laid; 1011. Laid; 1012. Laid; 1013. Laid; 1014. Laid; 1015. Laid; 1016. Laid; 1017. Laid; 1018. Laid; 1019. Laid; 1020. Laid; 1021. Laid; 1022. Laid; 1023. Laid; 1024. Laid; 1025. Laid; 1026. Laid; 1027. Laid; 1028. Laid; 1029. Laid; 1030. Laid; 1031. Laid; 1032. Laid; 1033. Laid; 1034. Laid; 1035. Laid; 1036. Laid; 1037. Laid; 1038. Laid; 1039. Laid; 1040. Laid; 1041. Laid; 1042. Laid; 1043. Laid; 1044. Laid; 1045. Laid; 1046. Laid; 1047. Laid; 1048. Laid; 1049. Laid; 1050. Laid; 1051. Laid; 1052. Laid; 1053. Laid; 1054. Laid; 1055. Laid; 1056. Laid; 1057. Laid; 1058. Laid; 1059. Laid; 1060. Laid; 1061. Laid; 1062. Laid; 1063. Laid; 1064. Laid; 1065. Laid; 1066. Laid; 1067. Laid; 1068. Laid; 1069. Laid; 1070. Laid; 1071. Laid; 1072. Laid; 1073. Laid; 1074. Laid; 1075. Laid; 1076. Laid; 1077. Laid; 1078. Laid; 1079. Laid; 1080. Laid; 1081. Laid; 1082. Laid; 1083. Laid; 1084. Laid; 1085. Laid; 1086. Laid; 1087. Laid; 1088. Laid; 1089. Laid; 1090. Laid; 1091. Laid; 1092. Laid; 1093. Laid; 1094. Laid; 1095. Laid; 1096. Laid; 1097. Laid; 1098. Laid; 1099. Laid; 1100. Laid; 1101. Laid; 1102. Laid; 1103. Laid; 1104. Laid; 1105. Laid; 1106. Laid; 1107. Laid; 1108. Laid; 1109. Laid; 1110. Laid; 1111. Laid; 1112. Laid; 1113. Laid; 1114. Laid; 1115. Laid; 1116. Laid; 1117. Laid; 1118. Laid; 1119. Laid; 1120. Laid; 1121. Laid; 1122. Laid; 1123. Laid; 1124. Laid; 1125. Laid; 1126. Laid; 1127. Laid; 1128. Laid; 1129. Laid; 1130. Laid; 1131. Laid; 1132. Laid; 1133. Laid; 1134. Laid; 1135. Laid; 1136. Laid; 1137. Laid; 1138. Laid; 1139. Laid; 1140. Laid; 1141. Laid; 1142. Laid;

Publisher's Notes

A MONTHLY BULLETIN OF INFORMATION
TO ALL MUSIC LOVERS

THE COVER FOR THIS MONTH—February is a month that is particularly dear to the hearts of patriotic citizens of the United States of America. The birthday of George Washington, February 22, reminds us of the great struggle of the Colonists for freedom from taxation without representation and other tyrannies; and the birthday of Abraham Lincoln, February 12, reminds us of the great sacrifices made that this nation might be preserved.

Then deserving of equal thought because of the great contributions his inventions have made to the comforts and enjoyments of life is Thomas A. Edison, whose birthday is February 11. The famous poet Henry Wadsworth Longfellow, whose birthday February 27, and other great Americans might have their names added to the list of February's sons.

Lincoln's birthday is a legal holiday in a majority of the states as well as in Alaska and Puerto Rico, and Washington's birthday is a legal holiday in all the states, territories, and possessions. Other great patriotic holidays are Independence Day, July 4; Memorial Day, May 30; Armistice Day, November 11; and Thanksgiving Day on an appointed Thursday in November, all serving to remind us not just to be patriotic on those days but to keep our patriotism alive, and so our February cover is presented with the thought of ever living patriotism for the "Sweet Land of Liberty."

In the physical make-up of the cover, we have the art work rendered by the Philadelphia artist Miss Verna Shaffer, superimposed on a subdued rendition of a splendid photograph of Independence Hall or the Old State House in Philadelphia, which also is known affectionately as the "Cradle of Liberty" because here was adopted the Declaration of Independence in 1776 and here also was held the Convention which framed the Federal Constitution. This photograph is from the studios of H. Armstrong Roberts, Philadelphia, Pennsylvania, and is used by permission.

SPRING AND THE BEST IN MUSIC—"A time for sowing and a time for reaping" is an adage every bit as applicable to music as it is to the many other phases of our every day life.

For student musicians and members of musical groups in schools, academies and colleges, Spring is the time for reaping rewards in personal satisfaction, knowing that they are at their very best when they participate in the programs

CLASSICS FOR THE CHURCH PIANIST.
Compiled by Lucie Earhart—There are many good musicians who do not realize that the master composers wrote, not only much sacred music, but also much secular music that is as full of spiritual beauty as though it had been composed strictly for use in religious worship. This collection has been compiled in an effort to bring into one handy volume an assortment of appropriate music that should be welcomed by the church pianist.

Throughout this broad country there are many churches where the piano is used in Sunday services. Many church pianists are often at a loss where to find music which, besides being suitable, is within the ability of the average player. In *Classics for the Church Pianist* they will find this problem satisfactorily solved.

This book offers an excellent representation of such composers as Bach, Handel, Haydn, Beethoven, Mendelssohn, Schubert, Mozart, Tschalkowsky, etc., as well as appropriate music by other writers of unquestioned worth. Single copies of Classics for the Church Pianist may now be ordered at the special advance of publication cash price of 50 cents postpaid.

LENTEN AND EASTER MUSIC—This year choirmasters have a little more time to prepare their programs than they had last year when Easter came in early.

But it may be well to remember that even this short month over Ash Wednesday will inaugurate the season of Lent—February 26th. Easter, 1941 falls on April 14th.

Some of those planning to present special Lenten or Easter cantatas already have rehearsals under way. For choir masters who yet have to make a choice, especially directors of volunteer choirs, we suggest that they examine the new Easter cantata by Lawrence Keating, *The Conquering Christ* (60c). An inspired setting of beautiful texts written by Elie Dumeau, Yale, it presents no difficulty for the average church organization and offers a most pleasing variety of soloists, trios and choruses for an effective Easter Sunday musical presentation.

Among the new anthems and carols published this season for Lent and Easter are: *Joy Dawned Again* (Lent, Easter Day) by Wm. S. Nagle (Catalog No. D1506) (15c); *Hark! Ten Thousand Harps and Voices*, by Russell Hancock Miles (Easter Carol) (Catalog No. D1506) (15c); *Remembrance*, Hymn from Mrs. R. Forman's cantata *Christ's Words from the Cross* (Catalog No. 21453) (15c); *Sing Alleluia*, by Lawrence Kenton (Catalog No. 21455) (15c); and *Cross and Sorrow*, a Good Friday Hymn-Anthem set to a well known melody of J. Sibelius by Rob Roy Peery (Catalog No. D15045) (10c).

For the Junior Choir or the group church singers lacking in strength the men's voices section there are new 3-part (SAB) settings of stanzas Lenten and Easter numbers: *Three Adore*, from Theodore Dubuis' *The Sacred Word of Christ* arranged by Roy Peery (Catalog No. 21449) (10c); *God So Loved the World*, from Sir John Stainer's *The Crucifixion* arranged

Rob Roy Trevelyan (Catalog No. 21440) (10c); and I know That My Redeemer Liveth, from George Frederick Handel's *The Messiah*, arranged by Kenneth S. Rundell (Catalog No. 21441) (15c). Where only male voices are available, the Soprano and Tenor parts of the "Great Chorus" from Jean Sibelius' tone poem *Finlandia*, by H. Alexander Matthews, (Catalog No. D15046) (15c) should be most welcome. The Soprano or Tenor soloist also can offer an excellent sacred song setting of *O Morn of Beauty* (50c). The organization can program Cyrus S. Mallard's new composition *Restor Me* (Catalog No. 70399). The number also has suggested registration for the Hammond organ.

Any of the above mentioned publications may be had for examination from the publishers. If there are any other Easter publications that you wish to look over, include a request for them in your letter. Presser's *Leuten and Easter Music Folder* (P-1) listing cantatas, and themes, carols, vocal and organ solos, may be had Free for the asking. Send for your copy now!

CLASSIC MASTERS DUET BOOK, For 2nd Flute, by Leopold J. Beer—Leopold J. Beer, eminent European composer, has unearthed a wealth of little known classics and arranged them for piano duets (for grades 3 and 4). This collection contains compositions of the old masters including Handel, Mozart, Corelli, Scarlatti, Rameau and many others. Teachers desirous of presenting the best in duet materials to their pupils will find this compilation rich in worth while compositions, including the ever popular old dance forms.

Classical Masters Duet Book has succeeded in making both parts of equal playing interest and difficulty and dispelling the fallacy that the Prime part is the important part and the Second is merely an obligato. These four-hour arrangements give both players a fundamental basis in ensemble playing and make the exchange of parts profitable to both players. In this volume is found excellent recital material, sight reading compositions, pedaling, legato and staccato playing.

While this book is in preparation, publication single copies may be ordered at the special advance cash price, cents, postpaid.

EIGHTEEN MINIATURE SKETCHES, I
the *Piano*, by N. Louise Wright—This volume will be found most useful as a companion work to any first grade method for the young student.

These sketches, while covering various fundamentals of technique and phrasing, are essentially little melodic gems, with titles such as *The Teaser*, *Frog in the Meadow*, *My Dog*, *Organ Grinder*, *Song of the Harp*, and *Horres* *Francine*.

Each sketch is prefaced by a study-motive taken from the sketch itself and by a rhythmic pattern which may be played or clapped. The different numbers comprising this volume start out in grade one, with an easy and progressive ascent to grade two.

Orders for single copies of this book which will be published in the Mastery Series, are now being received at the special advance of 50¢ per copy.

copy, post

and your complaint, we will be glad to duplicate. We are confident beginning with the next issue, there will be no further cause for complaint due to delayed copies.

LOOK OUT FOR SWINDLERS!—The holiday season has brought its usual crop of magazine swindle complaints. Beware of the man who offers a magazine bargain. Representatives of *The Extra Music Magazine* carry out official record. Pay no money to strangers unless you are convinced of their responsibility. Read any contract presented to you before paying any money. Permit no changes in contracts which are provided for your protection. We cannot be responsible for the work of swindlers.

PREMIUM WORKERS!—Many music lovers, teachers and students secure attractive, serviceable and useful articles of merchandise for obtaining subscriptions to *The Extra Music Magazine*. A few gifts to give you an idea of what we offer to our friends are:

Relish Dish: You'll find many uses for this new design Relish Dish. The tray is hammered aluminum (12" diameter) with ribbed partitioned crystal glass center dish. Avoided for securing three subscriptions.

Square Bawl: Decorative as well as useful, this attractive Bawl is especially desirable. It is made of hand-wrought aluminum with rosebud ornamentation and is 6" square. Suitable for candy, shell nuts and blue-size tie-dies. Your reward for securing two subscriptions.

Knife & Fork Set: A fine set of six stainless steel Knives and Forks with genuine Marbala non-burn handles—your choice of green or red. A very practical gift and reward offered for securing two subscriptions.

Bread Tray: This Bread Tray will be favored by many because of its attractive shape. It is 10½" long x 5½" wide. Finished in chromium, it is easily kept clean and bright—will not deteriorate under daily use. Your reward for securing two subscriptions.

5-Year Diary: Bound in gold-tooled, long-grain linen and complete with a gold-tooled lock and key, 6½" high x 5" wide, this 5-Year Diary is particularly prized. Your reward for securing one subscription.

Skip A Head Book End-Smoker's Set: This unique set has a polished maple finish and includes glass cigarette container, match holders and crystal glass ash tray. An attractive as well as practical addition to the home or studio. Awarded for securing two subscriptions.

Send post card for complete list of premiums offered. You will be surprised how easy it is to secure any desired article with absolutely no cash outlay on your part.

Send for Your FREE Copy of our CATALOG OF MUSICAL JEWELRY NOVELTIES

Includes descriptions and illustrations of musical pins, brooches, medals, buttons, and statuettes suitable for gifts, prizes and premiums. Also pictures, diplomas and certificates.

THEODORE PRESSER CO.
1712 Chestnut St., Philadelphia, Pa.

Next Month

THE TIDE MEETS THE WORLD'S GREAT MUSICAL NEED

Don't miss the March issue which will include such vital features as:



ALFRED E. SMITH

THE MUSICAL BATTLE OF THE AIR

Since in the history of music in America, few so much space in newspapers and magazines have been given to music as has been devoted to the record of the Broadcasting Companies to meet the needs of the audience as represented by ASCAP. In the March Extra both sides of this continuing conflict will be presented.

AL SMITH LIKES MUSIC

Mr. Alfred E. Smith, one of the most individual personalities in current musical history, has some very striking views upon the kind of music he likes, and has given them to *The Extra Music Magazine*. You will find them very interesting.

RUDOLF SERKIN ON "STRENGTH OF FINGERS"

One of the most brilliant performers among the recent virtuoso pianists is that of Rudolf Serkin, member of the famous Beethoven family. His views on the strength of fingers, technique of music, technique in piano will find its artistic value.

THE GROUND WORK OF VOCAL ART

The famous concert singer, Elisabeth Schwarzkopf, whose success in America has given to vocal culture in the March Extra.

A MASTER LESSON ON BACH'S CANTATA LULLABY

Adolf Hitler, famous German pianist and teacher, taught of Johannes Bach's cantata, "Lullaby." This musical lesson will find its really great value in the March Extra.

The World of Music

(Continued from Page 139)

THE BACH FESTIVAL CHORUS of Wilkes-Barre, Pennsylvania, will hold its annual Bach festival, March 27th to 30th in Wilkes-Barre. The Chorus will be assisted by the Temple Chorus of Scranton and the Wilkes-Barre-Scranton Symphonietta.

MRS. FREDERICK STEINWAY is chairman of the newly organized American Friends of Myra Hess which gave its first benefit program with the Cantata "Massa Oratorio" in All Souls' Church, New York City, on December 30th. All proceeds in the series of programs will be turned over to Miss Hess for the musical projects which she is supporting in England.

ONE THOUSAND CLUB WOMEN will celebrate the giant chorus now being reorganized for the Golden Jubilee Convention of the General Federation of Atlantic Clubs which will be held in Atlantic City next May. Gena Branncombe will be the conductor.

BERNARD SHORE AND WILFRED PAIRY are serving in the English Air Staff in the A.A. section of the Royal Artillery in London.

THE NASSAU PHILHARMONIC SOCIETY of Long Island, one of many small but other works throughout this country, not only commissioned an American composer to write a major work but hired with the orchestra, at Hofstra College, Hempstead, L. I., on January 10th. The composition is a two-piano concerto by the Anis Puhelich, and the soloists were Ethel Bartlett and Rae Robinson.

"ROBIN AND MARION," the first comic opera of which mention is made in the *Music* (for Hille), the French comic opera in 1240.

HELEN TRAUBEL, ALBERT SPALDING, and JOSEF HOFMANN, are among the soloists engaged to appear with the Bridgeport WPA Symphony Orchestra given at the new, Klein Memorial Auditorium in Bridgeport, Connecticut. The Symphony Orchestra of eighty musicians is sponsored by the City of Bridgeport, with the newly organized County as co-sponsor.

THE WESTMINSTER CHOIR of Princeton, Indiana voices and orchestra in the St. John's, Hungary, and the St. John's, Hungary, in the spring of 1941. Mr. Seligman-Goth now resides in New York City.

THE QUEEN MARIO SCHLOSSER was awarded Junior Baker of the West. A part scholarship was given Emil Wachter, of St. Louis, Missouri.

A LIST OF ARTURO TOSCANINI by Mayor La Guardia of New York to the High School of Music and Art which was instrumental in founding.

STEPHEN COLLINS FOSTER, America's best loved composer, was elected to a place in the Hall of Fame for Great Americans on the campus of New York University in the ninth quinquennial election, in November. A commemorative tablet and bust of the composer will be placed in the Colonnade on the University Heights campus next spring. Dr. Harry Woodburn Chase, chancellor of the University and acting director of the Hall of Fame, announced.

ALL COMPOSITIONS BY CHOPIN in concerts and public gatherings are prohibited in German occupied territory according to word received in London through the Polish Telegraphic Agency.

MOUSSORGSKY'S BIRTHPLACE, the village of Karevka, Russia, has been christened and will hereafter bear the name of the great composer.

CARRIE H. ADAMS, well-known composer of church music and operetta, died in a private hospital in Portland, Oregon, in late December. Mrs. Adams was eighty-one years old and had but recently completed a cantata, "The Song of Triumph," which will be published shortly before Easter. During a career covering sixty-five years, Mrs. Adams composed more than four thousand anthems, twelve cantatas, seven operettas, and other works for glee clubs and Sunday Schools. She was the first woman in America to direct choruses "The Messiah."

In 1880, she married Allyn O. Adams, singer of note.

BLANCHE MARCHESI, daughter of the late Mathias Marchesi, world famous singing teacher, died at her home in London on December 15th, at the age of seventy-seven. Trained first as a pianist, she later turned to singing and toured America in 1880 and 1890. She married twice; her first husband was Baron Popper de Podgrad, by whom she had two sons, one of whom was the husband of Maria Jurek. Madame Marchesi's second husband was Raymond Caccianelli. After a career both as a recitalist and in opera, she established herself in London as a vocal teacher and attracted pupils from all over the world.

MISCHA LEVITSKI, distinguished concert pianist and composer, passed away suddenly at his home in Avon-by-the-Sea, New Jersey, on January 2nd. He was forty-two years of age and leaves a widow, the former Grace O'Brien of New York, a sister, Sandra Levitski, and two brothers. Mr. Levitski was one of the most virtuosos who, after astonishing personal technical success as an artist, grew steadily as a technician and interpreter of music. His Russian parents were deported to Russia for a time in 1919. Mischa was born. He studied in the Musical Art in New York City under Stanislaus Stojowski. Still later he became a pupil of Ernst von Dohnanyi in Berlin. In spite of long years of recitalizing, he also found time to compose many works for the piano, of great musical value.

PHILCO

brings you recorded music

ON A *Beam of Light!*



A new kind of Radio-Phonograph

**NO NEEDLES TO CHANGE!
RECORDS LAST TEN TIMES LONGER!
NEW PURITY OF TONE!**

The Philco Photo-Electric Radio-Phonograph is the new sensation in the world of recorded music! Only Philco brings you the amazing "Beam of Light" principle of record reproduction... an exclusive invention that adds new thrills, new and greater delights to the enjoyment of your favorite records. The pointed, scraping needle is gone! In the new Philco Photo-Electric Radio-Phonograph, a rounded jewel that never needs changing floats over the record and reflects the changing floats over a tiny mirror to a photo-electric cell. It releases overtones of beauty long hidden in your records which you hear for the first time. Surface noise no longer annoys you. And record life is increased by ten times!

And, only Philco gives you the TILT-FRONT CABINET. No lid to lift... no dark, unhandy compartments. Simply tilt forward the grille, place your records and tilt it back again.

All these new joys, in addition to startling improvements in radio reception, are yours only in a Philco Photo-Electric Radio-Phonograph.

HOME RECORDING in optional equipment with every Philco Photo-Electric Radio-Phonograph. Make your own recordings! Hear record family voices and events, radio programs, etc.

PHILCO 602 P Radio-Phonograph illustrated above, brings you these new Philco achievements at a popular price. Automatic Record Changer, powerful 9-tube circuit, amazing Overtones Wave-Band. Handsome cabinet of hand-rubbed Walnut. Only \$179.95 does.

**SEE AND HEAR
THE NEW PHILCO RADIOS
RADIO-PHONOGRAPHS
AND AUTO RADIOS**

FROM \$9.95 TO \$395.00

AT YOUR PHILCO DEALER



PHILCO Translucite RT 4, AC-DC. The pleasing beauty of an ivory-finished plastic cabinet and the finest tone quality ever achieved in a compact. New, powerful 6-inch Oval Speaker, Beam Power output, Improved Built-In Loop Aerial, Illuminated Horizontal Dial. Many other models, from \$9.95 to \$19.95.



PHILCO 231 T. An amazing AC-DC table radio at a record-low price! New Overtones Wave-Band, Built-In American and Overseas Aerial System give powerful short-wave reception. Beam Power. Pentode output. Six Electric Push-Buttons. Walnut cabinet with graceful modern lines. Only \$29.95.



PHILCO Portable 842 T. A brand-new All-Year Indoor-Outdoor Portable with new, super-powerful, super-performing 7-tube circuit. Plays either on long-life battery or any house current. Convenient to move from room to room or play anywhere outdoors. Only \$29.95, complete with battery.



PHILCO 306 X Radio Console. A spectacular new radio value! Large, exquisite Walnut cabinet contains powerful low noise-range 5 tubes stronger and clearer. New Built-In American and Overseas Aerial System, Eight Electric Push-Buttons. Extra liberal trade-in allowance and Extended Payment Terms.

Prices slightly higher Denver and West.